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LOYOLA UNIVERSITY CHICAGO

DEWEY AND MONTESSORI COLLABORATION

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

BY

LOUISE AUGUSTA ANDERSON-DONIAT

CHICAGO, ILLINOIS

MAY, 1998

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CHAPTER I

INTRODUCTION

Out of the seventeen books on Dr. John Dewey that I researched, in my final analysis, I based my intended dissertation on "Dewey's Lab School in the University of Chicago by Katherine Camp Mayhew, New York (1966). Out of the thirteen books on Montessori, I selected the vital, dynamic theories, practices, methodology and philosophy from "The Montessori Method and the American School", "Parents' Perceptions of Montessori Schools" and the "American Montessori Manual".

Both Dr. Dewey and Dr. Montessori are eminent scholars. They have inspired both the Eastern and Western hemispheres plus the Northern and Southern hemispheres, too. The numerous and sometimes uncountable Montessori schools are sprouting up like mushrooms after a heavy rain. There is a strong line of similarities in their ideologies, philosophies, theories, principles, methods, and practices. Rudyard Kipling said, "the East is the East and the West is the West, Never the twain to meet." Today, they have met right here in Chicago, where the ideal collaboration of Dr. Dewey and Dr. Montessori are united, entwined in my "Mondew International School."

In detail and explicit explanation, every angle of

their methodologies and various components has been clearly illustrated, explained and exercised. Having been a Montessori student, graduated from the "Rangoon Arts and Science University", Montessori Department, I deliberately proceeded to secure my (AMS) American Montessori Certification, New York, as an added qualification to my (AMI) American Montessori International Certification. Equipped with these two vital diplomas was unanimously selected to be the very first Directress to establish the Saginaw Valley Montessori School in Midland, Michigan, sponsored by the Dow Chemical Company, 1970-72. After which, I established the Montessori School of Southeast Chicago.

With these past experiences, I now venture into the realm of pure delight with the prospect of establishing my very own "Mondew International School" based on my "Collaboration of Dr. Dewey and Dr. Montessori's" philosophies. I am fully prepared to open the door to an entirely new educational paradigm.

This is my life long desire, achievement, and goal. My dissertation takes us on a roller coaster trip: Asia, Myanmar, India, Malaysia, Singapore, Hong Kong, Taiwan, Penang, Taiping, Thailand, Australia, New Zealand, England, Toronto, Canada, Midland, Michigan, New York, Houston, Texas, Honolulu, Hawaii, last but not the least, dear old Chicago, where I attended the Montessori Training Center

under the direct supervision of Dr. Urban H. Fleege, then director, now retired Professor Emeritus of the DePaul University, Chicago.

Dr. Dewey's axiom of personal experience and Dr. Montessori's maxim of child first have prompted me to create this most excellent collaboration.

The changing faces of various aspects of Education pose special challenges for each and every one involved in quality education. Because of the increasing complexity of the world environment, we, the educators, must prepare to respond across the entire spectrum of educational crisis and conflicts. Just as we have changed our doctrines, approaches and techniques, so have our potential students. These changes have dramatically altered the characteristics and demands of the twenty-first century education. More than ever, we need competent and confident teachers, leaders, principals, superintendents, Board of Directors, at the local, state and federal levels plus schools that can meet these challenges.

We must work to strengthen our ability to employ new equipment and to execute our profound curriculums. We must also focus on developing leaders at all levels who understand the human dimension of education and are able to go from theory to practice where its application is required. Understanding the human element will help us succeed in situations where we may be faced with

controversies. This understanding is equally important in situations where conflicts are many and where we expect to be superior in technology, experience and academics, although we must deal with competing ideologies and principles from many directions and vicinities. In either case or situation, we can overcome obstacles if we are better prepared and equipped.

Examining situations where students are called to face their examinations or physical contexts helps identify future leadership challenges and focus on the kind of leaders required.

Because of the speed and devastation of modern day schooling, success may well depend on the efficacy of existing Montessori schools. Across the entire spectrum of Education, independent actions and operations within the schools' unit will be necessary. In limited and general disputes, the turbulent intermixing of opposing units may blur distinction between the pre-school, kindergarten, elementary, junior-high, secondary and post-secondary levels. Discrepancies will occur throughout the entire length and breadth of our educational spectrum. In the midst of this fast paced educational conflict, we, the educational leaders must take the initiative, make rapid decisions and motivate our respective students. Leaders must effectively teach their students and maneuver their classes, love, honor, protect, and lead their students to

maintain as they reach their highest excellent goals morally, physically, spiritually, last, but not the least academically.

Certain periods of intense bad moral behavior may interrupt long periods of relative inaction. The signs students are trained to watch for may not help them distinguish right from wrong, good or bad, beneficial or disruptive. To achieve class control or organized success, Leaders and Directresses may have to restrict the amount of power or restrictions generally utilized. Restrictions are bound to cause frustration and confusion.

In order to understand both the origin of and any changes that may have occurred in the Dewey and Montessori approaches in scientific education, we must first look at the bases of origin of their philosophic studies and executions both in the Lab School of Dr. Dewey's and Dr. Montessori's Casa Bambini. For our benefit the continent which reached across the oceans and landed the incomparable Montessori Methodology in the New World was Italy. During the age of naval supremacy, Europe scattered her people, their expertise, knowledge, philosophies, beliefs, methods, models of high quality education across the oceans, which provided much of the basis for the culture of the New World.

Analytically speaking, these unique books make me visualize my "Mondew International School" and they pinpoint the vital truth of an honest education, like a

reflection in a mirror. These informative books focus on the compelling human issues, the living essence of education of the things our charismatic doctors did, felt, and wanted which affected and reflected their respective approaches in this most scientific methodology. By understanding their foundations, culture and prevailing ideas, you will notice how they influenced our American education. In this process, you may learn something about your own rich educational heritage and gain a better understanding of today's education. You will eventually learn where and how to position yourself.

The recorded part of education is available for us to discover. We can define our personal inheritance in education leaders and directresses who choose to research Dewey's and Montessori's philosophies often report that they feel greatly enriched in their educational lives. They very readily and enthusiastically incorporate the educational past into their present lives as part of their cultural heritage.

Have you ever wondered why educators treasured a faded note, a worn Dewey or Montessori book, or perhaps a small garden patch in their background, or why the excursions, field trips, contests, inter-schools, state competitions meant so much to them? Because remembering and preserving these precious memories, customs, and traditions all establish a strongly united verification of a heritage in a

sound high quality education. Though to some, it is too late to begin to capture their past education. This dissertation has been written to help any individual identify and communicate with those who vouch and stand for the principles and mandates of Dr. Dewey and Dr. Montessori; as well as to appreciate the tremendous effort and persistence displayed in overcoming formidable circumstances in various educational systems to leave a legacy for future educational proteges. The information contained herein will only be a starting part. It is a general look at any one of the numerous principles. Those educators who share it show how you can go about expanding your knowledge of educational history and individual interests or group investigations. Many educational heroes and heroines of our nation served posterity in very unglamorous ways, they toiled in the bare fields of ignorance to induce and introduce the most practical approach in education to reach their goals. They worked hard to penetrate the minds, hearts, and souls of some rough and tough group. Their legacy to their students often come in non-materialistic ways, such as in the love and respect for family and their innate dignity and sense of integrity, which was available for future posterity to see, imitate, and utilize. Serving as models of the pioneer spirit, such stalwart educators earned a special place in our nation's educational history. Their endeavors constitute the most important educational

history our nation possesses and each and every one of us, educators, have in one way or another contributed a chapter of the framework upon which today's educational excellence stands. Your very own unique educational heritage contains "cheers to your educational past." Properly collected and pieced together, these educational clues can unlock the most interesting educational adventure you will ever experience. These clues learned from others and maybe members of your family, can teach you the story of your educational beginnings. Meeting with such highly reputable professionals and scientists, one can fully explore all research possibilities and gain complete satisfaction in tracing and finding your own educational traits. Procedures for this type of research permits you to embark on a new and exciting journey to discover your hold on a profound basic knowledge of quality education. Unless we are specially wise and fortunate, many advanced educators would have left us with only a book or two. What can be more fascinating than to be able to trace the origins of such enlightenment? But, where does not begin to look? What documents should we seek? Have spelling changes occurred in a book since its origin; brought on by time, by introduction of new methodologies, by ignorance or even by political expediency? Such tracing almost always involves considerate amounts of time, money and special skills.

Even the most apparently offhand fragment of

information may be found to fit into the puzzle of reconstructed origins and help you to appreciate the struggles and ambitions that has led me to actualize my vision dream come true, at least for this incredible moment on paper.

CHAPTER II

JOHN DEWEY

John Dewey (1859-1952)

American Philosopher, educator and psychologist, born in Burling, Vermont.

1879	Bachelor of Arts
1894	Ph.D., John Hopkins University
1884-1894	Taught in Michigan State University
1894-1904	Taught in the University of Chicago
1904-1931	Taught in the Columbia University as Emeritus.

Dr. John Dewey was an educational consultant. He studied educational systems in China, Japan, Mexico, Turkey, and the Soviet Union.

During his University of Chicago tenure, he reformed the education theory and practice. He tested his educational principles at his famous experimental Laboratory School in the University of Chicago (1996). Here, learning was taught through valued activities rather than through formal characters, and he opposed authoritarian methods which he believed offered contemporary people no realistic preparation for life in a democratic society, which is identical to the Montessori ideals, theories, and

philosophy.

Dewey felt moreover that education should not merely be a preparation for future life, but a full life in itself. His thought is similar to Dr. Montessori's. His work and his writings were largely responsible for the drastic change in pedagogy that began in the United States of America. Early in the twentieth century, through Dewey's emphasis, instruction shifted from the institution to the student, parallel to the Montessori Method which is purely child centered.

Dewey's theories have been misinterpreted by the advocates of the so called Progressive Education. Although opposed to authoritarian methods, like Montessori, he advocates lack of guidance and control. Here, Dewey differs from Montessori. Dewey criticized education that emphasized amusing the students and keeping them busy, as well as education that was oriented toward peer vocational training. This differs from Montessori. As a philosopher, Dewey emphasized the practical, striving to show how philosophical ideas can work in everyday life. This is Montessori repeating herself.

Dewey's sense of logic and philosophy was ever changing and adapted to need and circumstances, which is identical to Montessori's. The process of thinking in Dewey's philosophy is a means of planning action of removing the obstacles between what is given and what is wanted. This is agreeable

to Montessori. Truth, according to Dewey, is an idea that has worked in practical experience. This is similar to Montessori.

Dewey followed the American philosopher and psychologist, William James, who was a leader of the pragmatic movement in philosophy. This is the same as Montessori. Dewey's own philosophy, called either instrumentation or experimentation, stems from the pragmatism of James, who is like Montessori. Dewey's influence can be seen in many fields besides education and philosophy.

A political activist, Dewey, advocated progress and sometimes radical approaches to his affairs and economic problems, same as Montessori.

Dewey's voluminous writings include: Psychology (1897), The Quest for Certainty (1929), The School and Society (1899), Art as Experience (1934), Democracy and Education (1918), The Theory of Enquiry (1938), Reconstruction in Philosophy (1920), Human Nature and Conduct (1922), and Problems of Man (1946).

Democracy and Education

As Dr. Dewey states: The nature of life is constantly striving to continue in being and this continuity can only be secured by constant renewals. Life is nothing less than a constant renewing process (Dewey, 1966).

For physiological life nutrition and reproduction are a

necessity, likewise, education is the vital core for our social life. Education here is consisting mainly in transferring knowledge through communication. This communication process consists primarily of sharing experiences until they become a common possession. For the young and immature, it can be clearly observed that the ulterior significance of every mode of human interrelation is based on the contribution that is made to the improvement of the experienced quality.

The integral part of the educational effect first becomes the ultimate purpose of the interrelation of the older with the younger. As the newer century approaches with more complexity in structure and resources, there is the ever increasing need of formal or intentional teaching and learning. For the formal growth of teaching and training there is the concern of creating an undesirable split between the gained experiences in peer pressure and what is acquired in school. The rapid growth of knowledge and technical modes of the past few centuries has widened this great danger.

Dr. Montessori states: The child learns from his/her environment. Therefore, to gain the highest potential in form of pedagogy, it is imperative that educators very meticulously enrich the child's environment and motivate interactions among all children of various ages.

Dr. Dewey states: Development within the young of the

attitudes and dispositions necessary to the continuity and progressive life of a society does not occur by direct transfers of beliefs, emotions and knowledge. To quote Dr. Dewey: "It takes place through the intermediary of the environment which composes of the ultimate total of conditions concerned in the process of the activity of any living being" (Dewey, 1966, p. 22). Our social environment is composed of all activities of those participating that are fully aware of the purposes of these activities. Here lies the pedagogy of education where each individual shares as he/she participates in a joint venture. Each and every participant eventually becomes well adjusted to his/her environment, knows, understands, and masters its methods and subject matters, retains the required skill and is modified or rather enthused by its emotional spirit. How similar is this thought to be found in the true Montessori thinking, philosophy, and theory.

Dr. Dewey states:

Three of the most important functions of this special environment are:

- 1) Simplifying and ordering the factors of the disposition it is wished to develop.
- 2) Pacifying and idealizing the existing social customs creating a wider and better balanced environment than that by which the young would be likely if left to himself/herself and be influenced.
- 3) Each individual child needs to be guided and directed.

Dr. Montessori states: The Directress directs or

guides the child. This means that she is centering the impulses acting at any one time upon some specific end and in introducing an order of continuity in the sequence of acts.

The young have to adjust and make themselves fit in within social situations. In social control lies the understanding of the means and ends of action. It is intrinsic to the disposition of the person involved. It does not effect externally neither is it gained through coercing. To gain this internal control through the identity of interest and comprehension is the main purpose of education and which Dr. Montessori stresses that self-control and knowledge must come from the inner self.

More interacting and participation for acquiring a social sense of their own powers and of the material and appliances used is emphasized by both Dr. Montessori and Dr. Dewey, for schools to prove their efficacy.

Both our renowned doctors agree that power to grow depends upon the need for others and plasticity in the critical period is during childhood and youth. Habits are formed through plasticity or the power of learning through experience. Habits are formed through organic activities within one's environment and one has the ability to adjust to each and every individual activity to meet one's requirements. These are the basics for growing. In reaching one's goals through natural habits involves

thinking, inventing, and the initiative in application (Dewey, 1966).

To emphasize both doctors' collaboration with pertaining to mandates and daily routines, clocklike mechanical approaches which stifle natural growth. They both strongly oppose such stringent commands.

Growth similar to education are characteristics of life and they have no end beyond themselves. Hence, the actual efficacy of schools is the ability to create a desire for continued growth and to provide ways and means for making the desire materialize.

Both our distinguished doctors know the important prerequisites of the teacher's paramount duty: Preparation and acting accordingly to meet the needs and possibilities of the immediate present. Plus, that the children are free to interact and communicate with each other for personal growth and harmony of their spirit (Dewey, 1966).

Our honored doctors' philosophy about the very first and early childhood experiences of the immature beings is most important due to the fact that they become internalized through which the child gains his/her inner discipline (Dewey, 1966).

What is the democratic conception in education? According to the collaboration of both doctors' philosophies: A society which provides participation for the good of all members on equality and provides flexible

readjustments of its institutions through intervention of the various forms of associated life is democratic. This type of education gives individuals a personal interest in social relationship and control and thinking which secure social changes without the interference of disorder.

Individualism was the norm of the eighteenth century. By the nineteenth century, the lacking agency of dependency on nature in the eighteenth century was reintroduced to the idea of the subordination of the individual to the state or institution--only to those who were members of the same political unit (Dewey, 1966).

Both doctors theorize that social efficiency as an educational reason means the cultivation of power to fully join and fully share common activities. This must be based on a true significant culture because one cannot share in intercourse or interaction with others without a phase of learning. Without expanding one's ideas and views plus perception of things of which one would otherwise be ignorant of. Culture is then the capacity and ability to constantly expand the range and accuracy of one's perception of meanings (Dewey, 1966).

Our two understanding doctors state on their theory of interest and discipline that development and training of the mind requires provision of an environment which induces and enhances activity. It provides that subject matter of learning is identical with all the objects, ideas and

principles which enter as resources or obstacles into the continuous intentional pursuit of a course of action. In the perceived course of acting is the unity combined together which is so often divided into an independent mind on one hand, and an independent bunch of objects and facts on the other (Dewey, 1966).

On experience and thinking, our most learned doctors note that thinking is the accurate and deliberate instituting of connections between what is done and its outcomes. The connecting links are explicit in their formations. The instigator to thinking is to signify the act performed or to be performed. The results may or may not be complete as the situation depends and we do anticipate various consequences (Dewey, 1966).

In verification of this hypothesis, we must reason out the why, wherefor and what of the result. The idea or theory must be analyzed and if it provides certain determinate changes in the world, its validity is accepted. Otherwise, it may need modification and another verification must be exercised. The identification of a problem, the minute observation of facts, the formation, rational results, and the analysis are steps undertaken in the process of thinking, which becomes knowledge. This knowledge as distinct from thought is retrospect--its value in the solidity, security and fertility it provides our facing the future in the world which continues to move

around and forward.

On thinking in education, Dr. Dewey like Dr. Montessori, states that the ability to think is an educative experience. The core or components of methodology are similar with the components of reflection. First, it is the genuine situation of experience with a continuous activity in which he/she is motivated for its own sake. Secondly, that thought stimulated by the problem developed within this situation is stimulated. Thirdly, the child has the necessary information and makes the required observations. Fourthly, he/she creates reliable solutions which he/she develops in a responsible, orderly way. Fifthly, he/she analyzes and evaluates the validity of his/her project (Dewey, 1966).

On methodology: Both our most splendid doctors are proclaimed to be world honored philosophers, based on their respective unique methodologies. Individualization is mandated with emphasis on the abundance of wisdom derived from previous experiences and because of the numerous similarities, in their special apparatus and equipment, provided from time to time (Dewey, 1966).

Verbatim: Expressed in terms of the attitude of the individual, the traits of good method are straightforwardness, flexible intellectual interest or open-minded will to learn, integrity of purpose, and acceptance of responsibility for the consequences of one's activity

including thought.

The existing social life supply contents of the subject matter in education. Both our excellent doctors require the enriched environment with precise scientifically created apparatus and equipment to meet the correct size, height, and weight of the child, with individualized, guided, and provided step by step, presentations, with caution to move from the easy to the difficult and from the concrete to the abstract. This is purely child centered; the child works freely at his/her own pace. Natural motivation, inherent interest which the child chooses to satisfy with interaction and communication for total physical, mental, social, moral, and spiritual harmony. The Directress observes, guides, presents, and corrects only when and where requested by the child (Dewey, 1966).

According to our inspirational doctors on the importance of play and work in the curriculum: The adamantly emphasized importance of the child enjoying himself/herself indirectly developing the growth of natural love for learning. The enriched environment indirectly motivates and satisfies the inner desire and discipline. The child craves for through the ability to participate and communicate via song, dance, games, and utilizing the "say and do method". A child may repeat himself/herself until he/she is content and has accurately mastered the specified project or activity. Special attention is focused on the

sequence of each pedagogical activity at the initial presentation and in the following-up activities. The equipment and apparatus is self-correcting, hence, the child will repeat and repeat until he/she has full control and mastery of the project or activity without the interference of the Directress (Dewey, 1966).

On the significance of geography and history, our two powerful philosophers understand that this success of mastery is the key to internalizing discipline. The special apparatus and equipment so scientifically made and arranged in an orderly manner, graded from the easiest to the most difficult gradually are intrinsically inviting. They are practical, durable, beautiful and enhance the environment with their miniature sizes to meet the child's psychic. They are utilized by the adaptability of the five senses, which enrich the inner sense of mastery; thereby, encouraging the child to find himself/herself and secure the mastery and inner discipline (Dewey, 1966).

The directress does her presentation only when she sees the readiness. She is then, very deliberate, precise, accurate and methodical, with reverence to use the minimum speech approach so as not to distract the child's focus of concentration and interest. Right now at the directress' presentation, both child and directress must have implicit silence and complete concentration. All subjects, according to the prescribed curriculum, e.g., Language, Math, Reading,

Geography, History, Science, Computer, Arts, Music, Dancing, Singing, Gardening, Animal, Fish, and Bird Rearing, Sports, Athletics, Games (indoor and outdoor), Nature Study, Swimming, Roller Blade Skating, Religion, Love, Respect and Obedience for Self, the Directress, Elders, peers, are learned from the concrete to the abstract, step by step, each and every detail of the child's mastery is carefully and precisely recorded. Here lies the reason why there is no such thing as examinations, because the child learns on his own by mastering the project through the self-correcting apparatus and equipment.

Another essence of our indispensable philosophers' methods is the interested and concerned parent, who is regularly invited to attend scheduled observation sessions. They are the vital witnesses of their very own child's achievements and mastery. It is during these observations that the child's progress and growth psychologically, academically, socially, morally, physically, religiously, spiritually, and economically is being proven, tested, recorded, and recommended. If there is any doubt or questions, it is not the Directress to question but the sole responsibility of the parent to question, provide suggestions and adjustments. If needed, required, and advisable, an honest discussion with the Directress is also available.

Another secret to the beauty enhanced and the

practicality of the "one-sided-one way mirror" which divides the area where the observer's seat is located from the child in his/her action area. The observer can see clearly each and every action/movement, facial contours plus hear the verbal utterances while the child is oblivious of their presence. This one sided glass sheet is shaded on the child's side but clear on the observer's side. This clever selection mandated by Dr. Montessori is the most proficient instrument in the entire Montessori classroom adornments. you, the parent, is the prime examiner because of your close, accurate, methodological observation.

This does not mean that our children do not experience examinations. We love our children to appear for the respective examinations mandated by our local, state, and federal governments. As a matter of fact, our children excel with superior ratings than many of those in contemporary schools. Our children know the why, what, and wherefor for most any concept of the academics, mainly because they have utilized and mastered the reasoning from the concrete to the abstract and the methodology of scientifically presented and arranged with gradual increment of difficulty. The child is ready to meet each challenge with rational reasoning based on what he/she sees, feels, hears, tastes, and above all, enjoys, indirectly motivating and encouraging the inherent inner feelings of like, care, sharing, enjoying, gaining, understanding, mastery,

succeeding, and implementing constructive progression of application. All this is accomplished in the well ordered, prepared, systematically arranged, grade by grade, step by step, to meet and attract the attention of the child's eye and entice and captivate the desire to experiment in the happy mood of experience; whence the potential is enhanced, promoted, and established for continuity and further development. These scientific models are self correcting, durable, precise, in size, weight, and measure made to meeting exact requirements of the child's ability to execute each individual exercise.

On naturalism and humanism, Dr. Montessori equals Dr. Dewey in their democratic education. The philosophic dualism between man and nature is emphasized in the division of nature and humanity. Ecclesiastic and political conditions depended upon the power of past knowledge that was transferred from literary documents. Modern science in progress has restored the close interrelation of nature and humanity, though it is in concern of a class rather than of men in common and scientific doctrine defines philosophic formulation as either spiritual and immaterial or to reduce the human mind to a subjective illusion. In education, sciences consist of studies of technical information regarding the physical worth, the older literary studies are clearly humanistic. This educational scheme is created to stop the dualism and to promote the study of natural

sciences in human matters.

On the individual and the world, Dr. Dewey and Dr. Montessori are alike as they propose that true individualism happens only when the control of authority is relaxed. Individualism is the modern approach of education. In a society which is ruled by conservative ideology, individualism is repressed and is not utilized nor encouraged. Philosophically, this new individualism is believed that each individual's mind is totally independent when isolated from everything else. In the theoretic phase of philosophy, this created a problem in the basis of human knowledge. Practically, individualism caused a problem in social direction. Unless there is freedom of activity in exploring, experiencing, and applying what has been learned, observed or mastered, a kind of attitude is created, there is no further mental growth. Therefore, a democratic society to survive must maintain its consistency of its ideal, the total freedom of the intellect together with the interaction of various equipment and apparatus and interests in its educational world (Dewey, 1966).

Vocational aspects of education caters to the overloading, demanding, and ruling few over the multitude of economically deprived who are compelled to servitude for survival. This industrial mechanism in progress, according to Dr. Dewey, consists of mechanical and technical features. The mastery of which creates the opportunity for success and

it goes to the ruling few who live a leisurely life at the expense of the many who are made to serve to survive because of the lack of the means to meet the ends. Here, Dr. Montessori would say, in her democratic approach in education that there be freedom and equal rights for each and every child to experience the knowledge, gain mastery, and hence, secure an equal chance to have his/her own rightful share of the pie so there be a balance in the normal way of surviving. All is equal and there is no dualism of two classes: the mighty rich and the starving poor (Dewey, 1966).

Dr. Dewey's philosophy is (verbatim) at once an explicit formulation of the various interests of life and a propounding of points of view and methods through which a better balance of interests may be effected. Since education is the process through which the needed transformation may be accomplished and not remain a mere hypothesis as to what is desirable, we reach a justification of the statement that philosophy is the theory of education as a deliberately conducted practice (Dewey, 1966).

Theories of knowledge = continuity vs. dualism. The dualism in education according to the theory of Dr. Dewey is that divisions found in the fast and hard walks which separate groups and classes within a group, for example the rich/the poor, men/women, noble/base born, ruler/ruled. These differences cause barriers to fluent and

communications, and create an isolated life, experience pertaining to goals, subject matter, standards, and values. Philosophy as an honest evaluation of experience becomes dualistic with each separate social situation. This dualism is applicable with the intelligence utilized by the illiterate, lower, worthy class, laborers, or menials in comparison to those of the affluent elite, upper class or the learned class. When the particular or specified difference is distinguished from the majority, general, or universal, it is philosophically assumed. Experience then is an aggregate mass or an amount brought together as a whole, collectively like sand, stones or gravel mixed with cement to make concrete. Experience is unifying the more less isolated particulars (Dewey, 1966).

Reason equates with the universals, with general principles and laws which are above concrete details. Educationally speaking, it is the student who has to learn a lot of specific information and added to this he/she has to know a certain number of laws and general relationships, geography belongs to the former and mathematics to the latter. They then figure out two difficult worlds.

Dr. Dewey states that the dualism between knowledge as external or objective and the knowing as same things exceptionally internal, subjective, and physical; this theory coincides with Dr. Montessori's inherent or internal discipline. The distinction in our social world is that

this dualism in one phase is dependent upon authority to function and the other is where each individual is totally free to act at his choice and pace with no inhibitions. Hence, we have a controlled group and another group who is free to advance on its own.

In conclusion, my "Mondew International School" is the cove and product of their collaboration. What better philosophy, theory, methodology, and pedagogy can I expect to animate! I am most fortunate to be able to incorporate all their leading ideologies for the purity, integrity, adaptability, efficacy, beauty, success, and productivity.

Most importantly is Dr. Montessori's selection of the freedom of choice of task, individuality, mixture of ages and sexes, race and creed, blossoming in an enriched environment collaborated with Dr. Dewey's philosophy of continuity and knowledge through personal experience.

Our esteemed doctors are most conspicuous in their legacy in individualized, child centered democratic system of education to mention a few effective approaches, which is alive and flourishing, although it is past half a century since their sad demises.

Both doctors are world famous and their philosophies have gained high honors. In this world of democratic education both in the Eastern and the Western hemispheres, their legacies which we humbly and most gratefully inherited is at the beacon of the highest quality in methodology to

challenge and meet the demands and requirements of the twenty-first century.

CHAPTER III

THE COLLABORATION OF DR. MONTESSORI AND DR. DEWEY

I am really sorry I did not have the opportunity to observe the Dewey's Lab School or the Montessori's Casa Bambini. But, digesting "The Lab School" and the numerous books written by our most spectacular philosopher, Dr. Montessori herself, was truly a dejavu. It opened up so naturally. It was like looking into a crystal ball, illustrated especially for me to comprehend as it was all to the point, clear and precise! It seemed as though I actually visualized each and every nook and corner of the well planned and laid out schools.

Can you imagine the similarity of the two respective schools? Next to these two world famous schools, may I eject the Montessori School for the Burma Army Defense Services, Meiktila, Burma that I established in 1955. Then, the Saginaw Valley Montessori School in Midland, Michigan in 1970 for the Dow Chemical Company and the Montessori School of Southeast Chicago in 1974.

Having been exposed to both our charismatic doctors, I am on the verge of establishing my very own "Mondew International School" which like in a bright, clear mirror, the reflection will be either the Casa Bambini or the Dewey

Lab School. I will have my Montessori trained faculty, parents, students, and our community join hands and support our program. Everyone has an input in the curriculum, principles, policies, philosophy, psychology, last but not the least, the spirituality, for the day to day set-up and workings of our school, with the children as our main purpose based on freedom under our Democratic system.

The child will have a positive reinforcement and high moral motivation. A good, solid training with patience and love. The child will be treated with care and respect. As our most aesthete Directress, Dr. Montessori states: We will do our level best to enrich the environment in which the child will freely explore, energize and reflect on his/her choice of project with tender love, laughter, joy, happiness, contentment to persevere in his/her undertakings with repetition for ultimate success. According to our mentor, Dr. Montessori, the child is indirectly induced with inner discipline. Hence, we'll really have a Montessori classroom filled with busy bees, fluttering around a garden of brightly colored flowers collecting their daily supply of honey or similar to Santa's workshop of magnificent hard working elves and helpers producing the numerous needed toys, as they scramble for their choice projects and appropriate apparatus to commence their day's occupations.

May I eject that we also cater to the physically handicapped children for with this type of program. There

is no better situation where the handicapped child will ever be served individually. The key reason being through my own personal experience in the Saginaw Valley Montessori School, I gladly accepted Alice Williams, age five years old, who could not walk and had to crawl because of her legs being deformed due to a severe attack of Polio. May I extend the actual fact that the remaining children (twenty-five) teased her inability to walk normally. On my noticing dear Alice Williams' face, fallen and actually crying, I told the other children, very quietly and gently, that Alice Williams can crawl around our room to complete her assignments. "Can you crawl like Alice? In a chorus, they answered, "no" we can't." I added, "there are things that Alice can do and we cannot." Believe me you, from that day onwards, the other children seemed to notice and accept Alice's abilities and even admired her successes; mainly because Alice would very patiently wait her turn and smile at them. Alice was a pretty little girl. She was very eloquent, read distinctly with perfect intonation, and she loved to sing. I loved her dearly, and would accompany her to her daily "water therapy classes" meaning "swimming classes" which re-energized her legs. We had lots of fun, because I love swimming, too.

Our Mondew International School will have an unprecedented policy of accepting the physically handicapped children. This will also trigger a national commitment for our handicapped and disadvantaged children.

This phenomenon or rather paradigm in education is not new because our Dr. Montessori with extraordinary abilities, had begun her methodology for the poor, disadvantaged, handicapped children of the slums, ghettos of Italy in her Casa Bambini. Whenever her children competed with the regular schools, her children were outstanding and beat the other children with large laps. They was no comparison with the Casa Bambini children. You see, the impetus and charisma of our brilliant Dr. Montessori utilized the approach with her main principle of freedom and mobility as her key method to motivation which induced independence, her children had mastered the habit of setting everything else aside and learned to concentrate on the one act at a time. Each child individually was able to reflect on his/her past activity or personal experiences and he/she is filled with promise of a stronger, brighter future says Dr. Dewey.

The child is filled with eagerness and passion to venture into the unknown future, he/she is daring enough to take the challenge. He/she is internally strong, confident, and capable. Their past has had an infinitive impact on them morally, psychologically, physically, and spiritually. Both our world famous doctors have held the torch of enlightenment for me. I now praise their manifestations which like a magnet draws me ever dearly to implement my very own "Mondew International School" in their honor and glory. My perspective is to minimize any problem for each

individual child and every adult committed to our Mondew International School. I am so enthused and feel re-energized to establish our "Mondew International School", our dear lovable doctors have sown the seed and now it is up to us to be prepared to commence growing, blooming, flowering, and fruiting for our future generations. By virtue of our abilities, we can reach out profoundly to every ghetto, handicapped child, disadvantaged child, we will have the capacity to maintain the child's cherished right to an equal, just, honest, fair, high quality "Mondew Education." Exactly like the "internet" in our Computer Department, it will be regarded as a dynamic paradigm.

I do concur that this is a major challenge, having climbed so high up the ladder in education by you, my dear mentors' kind attention, care and assistance and guidance, intelligence and patience; I dare to take this step to follow your powerful leadership with confidence and begin to navigate my "Mondew ship" come what may, trusting in "God's will--deus volente." I intend to command my vessel, the "Mondew International School" with all that I've been fortunate to learn and master from you, plus my past experiences (forty-four years of teaching experience).

On the "Collaboration of Dr. Montessori and Dr. Dewey", I feel pretty confident with all credibility, efficacy, and accountability of each and every living, moving, acting, thinking, observing, and deciding personnel involved in our

"Mondew International School". I will maneuver my ship ultimately to its harbor safely! In a flash, I clearly visualize my "Mondew International School" which is the prime legacy of our honorable doctors and conception of what is most appropriate for the child, displayed and executed, is symbolic of my destiny to animate Dr. Montessori's and Dr. Dewey's extraordinary abilities and remarkable personalities. Both of them are equally distinguished. One is not a whit inferior to the other.

Dr. John Dewey states: "The nature of life is constantly striving to continue and this continuity in being can only be secured by constant renewals - Life is nothing less than a renewing process" (Dewey, 1966, p. 9).

For physiological life, nutrition and reproduction are a necessity, likewise, education is the vital core for our social life. Education here consists mainly in transferring through communication. This communication process consists primarily of sharing experiences until they become a common possession.

For the young, the immature, it can be clearly observed that the ulterior significance of every mode of human interrelation is based on the contribution that is made to the improvement of the experienced quality.

The integral part of the education effect first becomes the ultimate purpose of the interrelation of the older with the younger.

As the newer century approaches with more complexity in structure and resources, there is the ever increasing need of formal or intentional teaching and learning.

For the formal growth of teaching and training there is the concern of creating an undesirable split between the gained experiences in peer pressure and what is acquired in school. The rapid growth of knowledge and technical modes of the past few centuries has widened this great danger.

Dr. Montessori states: The child learns from his/her environment, therefore, to gain the highest potential in the correct form of pedagogy, it is imperative that educators enrich the environment and motivate interrelations of the children of various ages.

John Dewey states: Development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society does not occur by direct transfer of beliefs, emotions, and knowledge. To quote John Dewey: "It takes place through the intermediary of the environment; which composes of the ultimate total of the conditions concerned in the process of the activity of any living being. Our social environment is composed of all activities of those participating that are fully aware of the purposes of these activities. Here lies the pedagogy of educational instruction where each individual shares as he/she participates in a joint venture. Each participant eventually becomes well adjusted to his environment, knows,

understands, and masters its methods and subject matter, retains the required skills, and is modified or rather enthused by its emotional spirit. How similar is this thought to be found in the true Montessori thinking, philosophy and theory (Dewey, 1966).

John Dewey states: Three of the most important functions of this special environment are:

1. Simplifying and ordering the factors of the disposition it has wished to develop.
2. Pacifying and idealizing the existing social customs.
3. Creating a wider and better balanced environment than that by which the young would be likely, if left to themselves, to be motivated and influenced (Dewey, 1966, p. 39).

Education as direction: Child needs to be guided and directed.

To quote John Dewey: The natural and native impulses of the young do not agree with the life-customs of the group into which they are born. Consequently, they have to be directed and guided.

Montessori states: They are not teachers, they are directors. They have to be ever observant, watchful for the "readiness" and keep actual and punctual records. The directress directs or guides the child. This means that she is centering the impulses acting platonic at any one time

upon some specific end and in introducing an order of continuity into the sequence of acts. The young have to adjust and make themselves fit in within social situations. In social control lies the understanding of the means and ends of action; it is intrinsic to the disposition of the person involved. It does not effect externally neither is it gained through coercing. To gain this internal control through the identity of interest and comprehension is the main purpose of education and in which Montessori stresses that self control and knowledge must come from the inner self.

Both Montessori and John Dewey emphasize that more interaction and participation for acquiring a social sense of their own powers and of the materials and appliances used through which schools may prove their efficacy.

Dr. Montessori and Dr. Dewey agree that power to grow depends upon need for others and plasticity in the critical period during childhood and youth. Habits are formed through plasticity or the power of learning through experience. Habits are also formed through organic activities within one's environment and one has the ability to adjust each individual activity to meet immediate requirements. These are basics for growing. In reaching one's goals through natural habits involves thinking, inventing and the initiative in application. To emphasize Montessori in collaboration with Dewey, they are opposed to

mandates and daily routine clock like mechanical approaches which stifle natural growth. Growth similar in education are characteristics of life and they have no end beyond themselves. Hence, the actual efficacy of school education is the ability to create a desire to continue growth and to provide the means for making the desire materialize (Dewey, 1966).

Montessori and Dewey know the prerequisites of the Directresses' paramount duty: "Preparation and acting accordingly to meet the needs and possibilities of the immediate present. And, that children are free to interact plus communicate for personal growth and spiritual harmony" (Dewey, 1966, p. 68).

Both doctors' philosophy about the very first and early childhood experiences of immature beings is most critical due to the fact that they become interested through which the child gains an inner discipline. It is apparent that this inner discipline is inherent and the Montessori Methodology, created by her specialized scientific equipment and approaches indirectly promotes the child's natural instinct to motivate inclination for true learning and self independence (Dewey, 1966).

What is the democratic conception in education? According to our two prestigious doctors in unified collaboration: A society which provides participation for all members on equality and provides flexible readjustments

of its institutions through interaction of the various forms of associated life is democratic! This type of education gives individuals a personal interest in social relationship and control and thinking which secure social changes without the inference of disorder (Dewey, 1966).

Individualism was the norm of the eighteenth century, the lacking agency of depending on nature in the eighteenth century was reintroduced to the idea of the subordination of the individual to the state or institution--only to those who were members of the same political unit.

Our world famous philosophers themselves theorized that social efficiency as an educational reason means the cultivation of power to freely join and fully share common activities. This must be based on a true significant culture, based on a significant culture, because one cannot share in intercourse or interaction with others without a phase of learning, without expanding one's ideas and views and perception of things of which one would otherwise be ignorant of (Dewey, 1966).

Culture is then the capacity and ability to constantly expand the range of accuracy of one's perception of meanings. On their theories on Interest and Discipline, both our doctors state development and training of the mind requires provision of an environment which induces and enhances activity. It provides that subject matter of learning is identical with all the objects, ideas, and

principles which enter as resources or obstacles into the continuous intentional pursuit of a course of action. In the perceived course of action is the unit, combined together which is so often divided into an independent mind on one hand and an independent bunch of objects and facts on the other (Dewey, 1966).

On Experience and Thinking, both of our famous Philosophers note that Thinking is the accurate and deliberate instigator of connections between what is done and its outcomes. The connecting lines are explicit in their formations. The instigator to thinking is to signify the act performed or to be performed. The results may or may not be complete as the situation depends and we do anticipate consequences. In verification of this hypothesis, we must reason out the why, wherefore and what of the result. The idea or theory must be analyzed and if it provides certain determinate changes in the world, its validity is accepted. Otherwise, it may need modification and another verification must be exercised. The identification of a problem, the minute observation of facts, the formation, rational results and the analysis are steps undertaken in the process of thinking, which becomes knowledge. This knowledge as distinct from thought is retrospect--its value in the solidity, security and fertility it provides our facing the future in the world which continues to move around and forward (Dewey, 1966).

On Thinking in Education, Dr. Dewey like Dr. Montessori states: that the ability to think is an educative experience. The core or components of methodology are similar with the components of reflection. First, it is the genuine situation of experiences with a continuous activity in which he is motivated for its own sake. Dr. Montessori seconds that thought stimulated by the problem developed within this situation is also stimulated. Thirdly, the child has the necessary information and makes the required observations. Fourthly, he then locates reliable solutions which he develops in a responsible, orderly way. Fifthly, he evaluates and analyzes the validity of his project (Dewey, 1966).

On Methodology, our experts who have been proclaimed to be world renowned philosophers based their unique methodologies mainly on "individualism". Individualization is mandated with emphasis on the abundance of wisdom derived from previous experiences and because of the numerous similarities in the special apparatus and equipment provided from time to time (Dewey, 1966).

For method to be analyzed, evaluated and accepted as good, it is expressed in the individual's attitude and traits such as straightforwardness, intellectual flexibility of interest or being open-minded, a strong will to learn, with integrity of purpose and being fully responsible for the consequences of your own actions and your intentions

(Dewey, 1966).

On the existing social life supply contents of the subject matter of education, our distinguished educators require the highly enriched environment, with precise scientifically created apparatus and equipment to meet the size, height, and weight of each and every individual child, the room is totally child centered and the child works freely at his/her own pace, and the directress presents meticulously to individual needs and readiness. There is a vivid sense of natural motivation inherent interest which child chooses to satisfy himself/herself through interrelation, interaction and communication for total physical, mental, social, moral and spiritual harmony. The directress observes, guides, presents, corrects only when and where she is needed and when she witnesses the "readiness".

Our outstanding inspirators emphasize the importance of the child enjoying himself/herself and the growth of natural love for learning. The child must love and be happy in what he has selected to do. The enriched environment indirectly motivates and satisfies the inner desire and discipline the child craves for through his/her ability to participate and communicate freely via song, dance, games by utilizing the "say and do it yourself principle" (Dewey, 1966).

A child may repeat himself/herself in the same activity until he/she is fully satisfied and has accurately mastered

his project. The sequence of each special activity is always based from the concrete to the abstract which is the true essence of the scientific Montessori equipment. The precise apparatus is also "self correcting" hence, the child works until he is self-corrected and does not need the directress' assistance, except only when he/she is in a real bind and is unable to figure out the solution. The natural instinct of each child is to persevere to succeed and master the act and this continued experience of successes, is the key to internalizing discipline states our noted philosophers (Dewey, 1966).

This special apparatus and equipment, so scientifically selected, arranged in an orderly manner, graded from the easiest and gradually to the most difficult are intrinsically inviting. They are utilized by the focus of the five senses which enrich the inner sense of mastery, thereby, encouraging the child to find himself/herself and develop mastery. The equipment being self-correcting there is no necessity for the directress to teach the child. The directress only presents the activity very deliberately, precisely, accurately, and systematically taking special attention to utilize the least verbal explanation so the child can concentrate on the movement and not be distracted by the sound of the directress' voice. Both child and directress must now have complete concentration.

All subjects, language, math, reading, history,

geography, science, computer, art, music, singing, dancing, gardening, animal, fish, and bird rearing, sports, athletics, games, (indoor and outdoor) nature study, religion, civics, vocational training, book binding, newspaper, love, respect, and obedience for self, directress, elders, peers are all learned from the concrete to the abstract--step by step. Each and every detail of the child's mastery is carefully and precisely recorded. Here lies the reason why there is no such thing as examinations, because the child learns on his own and by mastering the project through the self-correcting apparatus. He/she then becomes the master. Another aspect of the Montessori/Dewey method is the interrelated, interested, and concerned parent who is regularly invited to attend scheduled observation sessions so they become the vital witnesses of their very own child's mastery and achievements. It is during these observations that the child's growth psychologically, academically, socially, morally, physically, religiously, spiritually, and economically is proven. And, if there is any doubt, or question it is up to the parent to request for a real heart to heart, man to man, discussion with the directress to trash-out the discrepancy, problem, misunderstanding or miscalculation (Dewey, 1966).

Most importantly is another secret to the beauty enhanced and the practicality of the "one sided-one way mirror" which divides the area where the observer is located

from the child in action area. The observer can clearly see each and every moment, action, and facial contours plus hear the verbal utterances while the child is totally oblivious of the observer's presence. This one-sided glass sheet is dark shaded on the child's side and clear on the side of the observer. This clever installation mandated by Dr. Montessori is the apex of an authentic Montessori classroom (Dewey, 1966).

Parent, you, the observer is the prime examiner of your child's achievements. There is no need to test. Now, this does not mean that our children do not experience examinations. We love our children to appear for the respective examinations, tests, contests, etc. mandated by our local, state and federal requirements. Believe me you, I hereby assure you that our children are top achievers! Indeed, they have achieved more than the above average, in fact, they are outstanding! They know the whys and the wherefors for most any concept of the academics, mainly, the relationships and reasonings from the concrete to the abstract and the methodology utilized and mastered when the readiness was present with gradual increment of difficulty so the child can meet each challenge with rational reasoning based on what he/she sees, feels, and calculates.

The observer will also notice that age, race, religion, sex and economic status do not interfere with the group who are so intense in their own choice of activity freely doing

his/her own thing at his/her own pace. There is no disorderliness, all is collected, calm, businesslike, happy, cordial, progressive in a bright and cheery atmosphere where the observer will notice the unity of the body, mind and spirit, to create a total child.

A Complete Preparation For the Future Man/Woman:

"The True Pinnacle of Our Mondew Principle and Philosophy"

Pertaining to social studies, geography, and history, Dr. Montessori and Dr. Dewey state that the two relate to humanity in any school curriculum. In a regular Montessori classroom, a child of four or five knows much about the physical, political, natural, and economics of both the northern and southern hemispheres, not to mention the imaginary boundaries of the horizontal and vertical dimensions meaning the longitudes and the latitudes which control size, shape locations and exact positions every detail necessary for reading, drawing, explaining, and comprehending our world maps, last but not the least, the mastery and ability to accurately calculate time and distance for travel around the world, whether on land, sea or in the air.

Once geography has been systematically presented from the solid, concrete apparatus to the abstract, then, history automatically follows regarding to when, why, who, whom, and what had taken place, depending on the cause and effect and the ultimate results.

On the significance of social studies, Dr. Dewey comments that an experience naturally has implications which extend further than what is at first consciously registered. If these implications or connections are brought to consciousness, they enhance the definition of the experience. The most minute or trivial experience can assume an unmeasurable or uncountable richness of communicating with others, is the quickest and best form of affecting this development, because an individual's net results of the experience is linked with or related to the experience of the group or even an entire race. This common or joint interest which is normal communication in essence is the desire of one to give and the other to accept.

A personal experience is expanded in significance by the very exposure of geography and history. The chief educational value is directed and made more interesting through roads that spread and intersect into the meanings of our large wide world. The best method is the give and take. Human implications are made explicit in geography and history which composes natural relations and connections. They both belong to a common whole because living humans must process through nature, not accidentally, but as a cause and affect of development.

Science is the course of study: is put in a nut shell by Dr. Dewey because he states that is the fruition of the cognitive factors in experience. Science proves the sources

bases and results of a belief. Science in the curriculum performs for the entire race, freed from local and temporary incidents of an experience, and the establishing of intellectual visions not hidden by the accidents of personal habits or preferences. Abstracting, generalizing and formulating are related to this function. In releasing or freeing an idea from its original contact and providing it with a wider reference, the outcome of any individual's experience is put at this disposal (use) of all men. Hence, finally and philosophically, science is the means of social progression (Dewey, 1966).

Dr. Montessori's evaluation of science is that it is the closest organ to nature which is humane and through the individual's experience which is stabilized and enhanced by the prepared and enriched environment enabling one to participate, interact, communicate and comprehend the exact truth of the nature of the vital experience thereby promoting achievement, self gratification, inherent discipline, and ultimate mastery of the acted experience. It is the intellectual input that is gained through one's own on-hand experience. You are your own directress; only when you actually do it yourself, experience the trial through error and ultimately gain the knowledge of the activity by personal potential utilization (Dewey, 1966).

On educational values, Dr. Dewey commented that "value" has two distinct meanings. It defines the attitude of its

worth in monetary pricing or its intrinsic or inherent worth by its total experience and intellectual appreciation. It is actually comparing and judging for its true value. When an implicit direct experience is not realized and the vital question of selecting a preferred possibility of a situation arises to compose a full experience. Every subject in its development phase must consist of an aesthetic quality for the individual involved. Both of our honorable philosophers agree on this point. Social groups and classes tend to isolate certain values to individual studies and to assume that the entire curriculum as a composite made by the aggregation of separated values. Therefore, our democratic education has to oppose this isolation and permit the various interests to be reinforced and interact with each other (Dewey, 1966).

Here again is the strong unique approval of our doctors pertaining to labor and leisure. Dr. Dewey expresses that the division of culture and utility are the most fundamental educational values which is actually historical and social instead of being intrinsic and absolute. This thought is in full agreement with Dr. Montessori. This thought got its birth in Greece based upon the fact that the truly worthwhile human life was experienced only by a few who subsisted upon the result of the labor of the working class. This fact affected the psychological doctrine of the relation of intelligence and desire, theory, and practice.

It was inclusive in a political theory of a permanent division of human beings into two vital divisions.

Type one, capable of a life of reason having their own ends. Type two, capable only of a desire to work and thereby needing to have their ends provided by others. In the educational field, the two distinctions, psychological and political, effected a division between a liberal education which is a self-sufficing life of leisure dedicated to knowledge and a useful practical training for mechanical occupations which lacks intellectual and aesthetic values. Educational efficacy is effected largely by the older historic situations which still prevail while the present is radically diverse in theory and drastically changeable in facts (Dewey, 1966).

Our democratic system of education should eradicate this dualism and try to create a direction in studies which promote thought as a guide of freedom for each and everyone to practice and be rewarded, by leisure for accepting responsibility, for service rather than being exempted from it (Dewey, 1966).

Likewise, our most empiricalist philosopher, Dr. Montessori truly believes and practices the freedom of choice of activity embodied with the commitment to complete the task, trying through error and through this personal experiment gain mastery, success and independence which indirectly motivates the inner discipline.

On intellectual and practical studies: both masters believe that knowledge is obtained only by direct experience through physical sense as is identical with Montessori's scientific method. The three Rs are introduced by presentation of the correct, precise utilization of the specialized apparatus and unique equipment created for each individual subject, individually used, and stressed upon directly on each individual senses. The sense of touching, feeling, hearing, seeing, smelling, and tasting (hands, emotionally, ears, eyes, nose, and mouth). I stress six senses because the emotion is supremely important for how the child feels internally is the most vital part for complete development of the total child. His/her spirit is the most sacred organ that is to be honored and respected. It is through these senses that the child is indirectly motivated and encouraged; e.g., indirectly motivating and encouraging the inherent inner feelings of life, care, share, enjoying, gaining understanding, mastering, and succeeding, and implementing constructive progression of application. All this is accomplished in the well ordered, prepared, systematically arranged, grade by grade, step by step to meet and attract the eye and attention, to entice and captivate the desire to experiment in the happy mood in experience, whence the potential is enhanced, promoted and established for continuity and future development. These scientific models are self-correcting, durable, precise in

size, weight, measure, texture, color and beauty. They are made to meet the exact requirements of the child's ability to execute each individual activity (Dewey, 1966).

On naturalism and humanism, Dr. Montessori equals Dr. Dewey in their democratic education. The philosophic dualism between man and nature is emphasized in the division of nature and humanity. Ecclesiastic and political conditions depend upon the power of past knowledge that was transferred from literary documents. Modern science in progress has restored the close interrelation of nature and humanity, though it is in concern of a class rather than of men in common and scientific doctrine defines philosophic formulation as either spiritual and immaterial or reduce the human mind to a subjective illusion. In education, sciences consist of studies of technical information regarding the physical world, the older literary studies are clearly humanistic. This education scheme is created to stop dualism and to promote the study of natural sciences in human matters (Dewey, 1966).

On the individual and the world: Both our doctors proposed that true individualism happens only when the control of authority is relaxed. Individualism is the modern approach of education. In a society which is ruled by conservative ideology, individualism is repressed and is not utilized or encouraged.

Philosophically, this new individualism is believed

that each individual's mind is totally independent when isolated from everything else.

In the theoretic phase of philosophy, this created a problem in the basis of human knowledge. Practically, individualism caused a problem in the social direction. Unless there is freedom of activity in exploring, experiencing, and applying what has been learned, observed or mastered, a kind of mental attitude is created. There is no further mental growth. Therefore, a democratic society to survive must maintain its consistency with its ideal, permit total freedom of the intellect together with the interaction of various equipment and apparatus and interests in its educational world (Dewey, 1966).

Vocational aspects of education: Promoters to the mastery, overloading, demanding and ruling over the multitude of economically deprived who are compelled to servitude for survival. This industrial mechanism in progress according to Dr. Dewey, consists of mechanical and technical features, the mastery of which creates the opportunity for success and it goes to the ruling few who live a leisurely life at the expense of the many who are made to serve to survive because of the lack of means to meet the ends.

Here Dr. Montessori said in her democratic approach in education that there be freedom and equal rights for each and everyone to experience the knowledge, gain mastery,

thereby secure an equal chance to have his/her own rightful share of the pie so there be a balance in the normal for surviving. All is equal and there is no dualism of two classes, namely, the mighty rich and the starving poor (Dewey, 1966).

On the philosophy of education, Dr. Dewey stated that it is formed of the numerous interests of life whose immediate attention of views and methods to result in a better balance of interests. It is through experimental education that accomplishment may be resolved, therefore, it is most appropriate to assume that philosophy is the theory of education as a selected surprised practice. Likewise, Dr. Montessori's ideal philosophy of education is in the vital experience one has accomplished through a systematic procedure (Dewey, 1966).

Theories of knowledge: Dr. Dewey's Continuity vs. Dualism: The Dualism in Education. As divisions found in the fast and hard worlds which separate social groups and classes within a group, for example, the rich, poor, men, women, noble, base born, ruler, ruled. These differences cause barriers to fluent and free communications and create an isolated life-experience pertaining to goals, subject matter, standards, and values.

Philosophy as an honest evaluation of experience becomes dualistic with each separate social situation. This dualism is applicable with the intelligence utilized by the

illiterate, lower working class, laborers or menials in comparison to those of the affluent, elite, upper class or the learned class.

When the particular or specific difference is distinguished from the majority, general, or universal, it is philosophically assumed. Experience then is an aggregate mass or amount brought together as a whole, collectively (like sand, stones, and gravel mixed with cement to make concrete). Experience is unifying the more and the less isolated particulars (Dewey, 1966).

Reason equates with the universals, with general principles and laws which are above concrete details. Educationally speaking, it is the student who has to learn a lot of specific information and added to this he/she has to know a certain number of laws and general relationships. Geography belongs to the former and mathematics to the latter. They then figure out two different worlds (Dewey, 1966).

Dr. Dewey states that the dualism between knowledge as external or objective and the knowing as something exceptionally internal, subjective, physical, this theory coincides with Dr. Montessori's inherent or internal discipline. The distinction in our social world is that this dualism in one phase is dependent upon authority to function and the other is where each individual is totally free to act as his choice and pace, with no inhibitions.

Hence we have a controlled group and a group which is free to advance on its own.

Dr. Dewey based his principles on personal experience and he did have his finger on the pulse of the tapestry of education as he duly established his Laboratory School in the University of Chicago just as Dr. Montessori established her very own Casa Bambini in Italy.

Deo Volent - God willing, my very own Mondew International School will likewise be ultimately established and developed on the world famous Mondew philosophy: So help me God.

The Collaboration of Dr. Maria Montessori and

Dr. John Dewey Based on the Dewey School

This school, the Dewey Lab School in the University of Chicago was a cooperative venture of parents, teachers, and educators; and was carried at the University of Chicago during 1896 through 1903; under the direction of Dr. John Dewey, then head of the University's unified departments of Philosophy, Psychology, and Pedagogy. This establishment flourished out of a genuine desire to work out with children an educational experience more creative than that provided by even the best of the current systems (Mayhew, 1966).

This is a record of one of the earlier efforts in our great country--the great United States of American--a brand new unique paradigm. Similar to Montessori's Casa Bambini in Italy, which is child centered, individualized and where

the child works independently at his/her own pace. There is much interrelations, interactions, and communications where the child learns to socialize with appropriate manners and respect. The enriched environment indirectly motivates the child to expand his creativity and through repeated successes, the child at his own discretion, masters his choice activity, and ultimately instills within himself/herself an inner discipline which becomes a lifelong treasure and character building armor (Mayhew, 1966).

The Lab School whose work was animated by a desire to discover in administration, selection of subject matter, methods of learning, teaching, and discipline, how a school could become a cooperative community while developing in individuals their own capacities and satisfying their own needs.

Both Dr. Montessori and Dr. Dewey deployed a very successful, high quality democratic paradigm in education. They were true reformers in implementing their scientific approach in quality pedagogy. The proof of the matter is the worldwide acceptance, agreement, and approval of their acclaimed methodology and is highlighted by the numerous establishment of new schools appearing in England, Europe, Japan, China, India, Myanmar, Ceylon, the Philippines, most of Southeast Asia, based on their philosophy and principles in education. This had an infinite impact on my dear mother, who was the English teacher in St. George's High

School, Malaysia. Mother made it a point to provide a Montessori education for her six sons and four daughters at least for their elementary level. Therefore, we had a very sound and solid foundation. No wonder, I was so involved and committed to Montessori and am proud to be the owner of the International Montessori certification from the Rangoon Arts and Science University, Rangoon, Myanmar, and my American Montessori Certification from New York. Added to this, most of my relatives, six sons and three daughters plus, the majority of my grandchildren, and now the great-grandchildren are products and some are attending Montessori schools. And they all excel in their respective schools (Mayhew, 1966).

The Lab School had two main purposes:

(1) to exhibit, test, verify, and criticize theoretical statements and principles.

(2) to add to the sum of facts and principles in its special line.

In 1894, when his Lab School was established Dr. Dewey who was then Head of the Philosophy and Psychology Departments, plus the Pedagogical Department, had a notion to experiment and test his ideas. To Dr. Dewey, ideas are incomplete and tentative until they are utilized and applied to objects in action and are thus developed, corrected, and tested. This is typical and very similar to Dr. Montessori whose ideas are made real through the direct usage of her

concrete, solid, scientific equipment which are self-correcting, therefore, it is imperative that the child is free to explore on his own desire and pace to execute his choice activity and appropriate apparatus; since he/she is free to work over and over, repeating the activity with the precise self-correcting equipment; until he/she is completely satisfied and may have succeeded to the level from beginner to master. The Plan of Organization of the Lab School as summarized by Dr. Dewey is because of his main idea that human intelligence develops in connection with the needs and opportunities of action, the very core and heart beat of the school was to be found in honest occupations, rather than in what was termed studies as in conventional schools (Mayhew, 1966).

Exactly as Dr. Montessori said, "Practical Life", e.g., the child's day to day living was created in the environment of the school. It was just an enlargement or rather the next step in whatever occupation the child did in his/her home for everyday living; setting tables, preparing menus, washing hands, tea-cloths, tables, utensils, etc., sweeping, dusting, cleaning, washing, sewing, mending, knitting, doing beds, wood-work, carpentry, minor iron and steel projects, art, music, dance, sciences, basic concrete to abstract, agriculture, growing, tending to one's own small garden plot, either for flowers or vegetables, neutering domestic animals, like gerbils, white mice, fish, cats, dogs,

bunnies, birds, goats, and even cows for their daily milk supply. Cooking, baking, preserving jams and jelly and pickles, short excursions to learn more about their surroundings and projects such as Bank, fire station, post office, grocery, newspaper offices, church, tailors, shoemakers, cleaners, fast food stores, barber, doctor, dentist and even nurses, etc. It is actually an enlargement of the home environment; so with this strong variety of integrated interaction, heavy communication and socializing that the child learns to feel his/her way around his/her little world; indirectly gaining more and more self confidence (Mayhew, 1966).

In Dr. Dewey's Lab School, the link, collaboration, combination of utility and culture, absorption and expression, theory and practice are sine qua non-indispensable. They are to work together for total success (Mayhew, 1966).

As Dr. Montessori says, the child's social spirit must be ignited to create harmony with the physical being to indirectly instill inner discipline and have a well motivated happy, full, complete, total child who is filled with a strong social and moral spirit and upright character.

Out of these outstanding classes the actual members of the student body, both in the Lab School's elementary and secondary levels; have their moral and social influence exert upon one another and is far more potent for all

concerned than any project or medium that their Directress can create and maintain. This influence is naturally originated from their respective homes and surroundings.

It is the parent body who create this healthy moral tone for regulating discipline and good spirit in cultivating our true democratic ideals, an esprit de corps; which leads the social life of the school as a whole. The school has a corporate level of its own, it is a genuine social institution--a community which radiates its well being and successes throughout the entire school.

This promise of a new era of fulfillment and expansion for the goals of the Lab School, this ship which had found fair sailing for seven years being piloted by Dr. Dewey only had a brief season of good passage because Dr. Dewey was not aware of the school's assurances, pertaining to the elimination of certain members of the administration staff of the elementary school; not being able to accept this decision, caused Dr. Dewey's resignation with which this excellent educational paradigm ended (Mayhew, 1966).

Like Dr. Dewey, Dr. Montessori mandates the fundamental occupations of living, cooking, sewing, carpentry, and all principal manual-training, activities may achieve when clarified and organized as a means, par excellence of preserving the investigative attitude and the creative ability of the developing child in socially directed experiences. Slowly and steadily the child gains control

and direction of his skills of his own choice activity to further and more desired. He becomes more and more conscious of his successes, indirectly developing an integrated child, working more independently on his/her own initiative and guidance, he/she grows gracefully maturing without the interference of the Directress, except if he really needs ultimate assistance. The child is his own maser and in this manner he has laid a strong foundation for his own lifetime education (Mayhew, 1966).

It is the parent body who are different from other schools (Progressive). When they found their dream ship wrecked, they were filled with frustration but to be appeased with the knowledge that their dream had continued to live, bloom, blossom and flourish extending its influence throughout America and even to foreign lands, namely, China, Japan, Mexico, Soviet Russia, and to numerous European countries (Mayhew, 1966).

In Dr. Dewey's planning of his curriculum, there are two cardinal principles which were constantly held in his mind.

(1) In all educational relationships the beginning part is the impulse of the child to promote action, his desire responding to the surrounding stimuli and seeking its expression in concrete form.

(2) The educator is responsible to supply the necessary required materials and to create the positive or negative

conditions as the case may arise, the pros and cons to motivate and develop his/her expression which will be intellectually controlled. The basic and simple occupations of everyday life taught the directress and the child, "How to do it". As Dr. Montessori says, "Knowledge comes only after one has experienced the 'say and do it yourself principle'." Knowledge becomes the child of experience through the alluring way of learning. Dr. Montessori stressed the importance of the carrying over from the home to the school, her scientific methodology of "practical life" (Mayhew, 1966, p. 23).

The heart beats of the Lab School work were those subjects which consist of positive and intrinsic values, indirectly motivating the inquiring and constructive behavior of the child (Mayhew, 1966).

As is in the Montessori Method, the Lab School provided individual attention by grouping the children into small groups. The eye and hand coordination was emphasized by familiarizing the child with the materials and processes of ordinary life. There are numerous opportunities for the child to cultivate the social spirit and through these opportunities which provide for division of labor and mutual cooperation and also supplies the child with motives for working in ways positively useful to the community of which he/she is a member. The use of the hand is the best possible organ for cultivating habits of industry and

continuity of work, plus securing personal deftness and dexterity at the plastic period. In this spirit of freedom instead of the controlled mechanical style, it develops more than any other instrumentality, ingenuity in planning and power execution. Through the mastery use of his/her hands, the child learns the positive sense of his/her own personal power of success. Such training provides constant recurring chances for related work in other directions (Mayhew, 1966).

History is introduced as early as possible, based on the principle that it is a means of affording the child insight into social life. It is not taught as a record of something which is past and gone; but, as a means of realizing what enters into the creation of society and of how society has developed; to be what it really is. As a mode of insight into social relations and life, major emphasis is placed upon the typical relations of humanity to nature, as is realized in the developing of food, shelter, and habitation.

The six to ten year olds, in regards to the development of their intelligence and the acquisition of skills and dexterity in manipulation. It is not for analytic knowledge of objects or minute formulations of scientific principles which they cannot fully comprehend at this age. The main intent is to arouse his/her spirit of curiosity and investigation and awaken him/her to consciousness of the world in which he/she lives, to train their powers of

observation, to instill a practical sense of methods of inquiry and gradually to form in their mind images of the typical moving forces and processes involved in all natural change (Mayhew, 1966).

Dr. Dewey insisted that his faculty be experts in that special field was fundamental to his plan for his Lab school. Dr. Montessori will only install genuine Montessori trained directresses (male or female) and those who have a sincere love and respect of the child (Mayhew, 1966).

The primary business of the Lab school was to train children in cooperative and mutually helpful living, to nurture in them the consciousness of independence, and to assist them practically in making the adjustment that will convey this spirit into overt deeds. The prime root of all educational activity is in the instinctive, impulsive attitudes and activities of the child. The numerous spontaneous activities of the child participating in plays, games, mimic efforts, their meaningless motions are all capable of educational foundation stones (Mayhew, 1966).

These individual tendencies and activities are only organized and exercised through their use in an actual process of cooperative living. The highest level of development is achieved when such a process reproduces on the child's plane the typical doings and occupations of the larger maturer society into which he/she is eventually stepping in. It is only through such productive and

creative use that valuable knowledge is secured and linked tightly.

Dr. Dewey's four impulses:

(1) The Social Impulse: Child's language, social expression of child, greatest of all educational resources.

(2) The Constructive Impulse: Found in play, rhythmic movements, in gestures and make-believe, develops to more definite actions, seeks outlet in shaping raw materials into intangible forms and permanent embodiment.

(3) The Investigative Impulse: This is the combination of the conversational and the constructive impulses. The child likes best to see the results of his work. The directress was to contrive that one result should lead one meaning to another and on to ever more meaningful results.

(4) The Expressive Impulse: This is the manifestation of the Investigative, constructive, and the communicative impulses. In the Montessori enriched environment, all necessary materials, equipment, and apparatus was ready at hand when the desire to do so sprang out of the child's activities (Mayhew, 1966).

A spirit of freedom and mutual respect between the Directress and the children was apparent. Every child realized that orderly self-direction in his activity was essential to the group effort. Hence, discipline was not from above but was evolved as a result of the involvement of the directress and the children in a group activity, the

school spirit developed through fostered social sensitivity and conscience (Mayhew, 1966).

The Directress' part in developing play was to see that the child actually carries out his self-initiated game in such a way that without unnecessary aid from her/him, the game proceeds in orderly fashion until completed. This satisfaction of completed success and accomplishment would carry over and give rise to the new gleam of a larger purpose. Likewise in the Montessori child-centered classroom (Mayhew, 1966).

Here are the essentials of a scientific method in all research, whether in the Kindergarten or in the Lab:

(1) The researcher has a genuine situation of personal experience with continued activity for his interests.

(2) This genuine problem develops within this situation as a stimulus to his thoughts.

(3) He must have the required information and make the observations necessary to act on it.

(4) He/she is responsible to develop the suggested solutions in an orderly method.

(5) He/she must test his/her ideas by application to clarify and discover the validity for himself/herself.

When a child finds a problem of his own, the training that he experienced and secured by working out its solution was the source of his ability to overcome his own problem. It was definitely self-discipline which resulted in self-

control and a habit of reflecting seriously on one's own problem solving activities (Mayhew, 1966).

The Montessori House of Childhood is mentioned and it is very gratifying to notice the numerous similarities in principles, theories and philosophy, not to mention the practical aspect of the entire Dewey Lab School. Great minds do think alike, and so their methodologies are one and the same in their approaches in the social, moral, religious and character building for a free spirited child to seek gratification in an enriched environment with true democratic policies to maintain the high quality of child-centered education, linking the home with the school and getting the student body to have a say in the rules and regulations of the school and having the dear parents involved plus the entire community (Mayhew, 1966).

The play and work that the child experienced became direct instrumentalities for the extension of meaning. They became magnets for gathering and retaining an indefinitely wide scope of intellectual considerations. They become avenues along which and by means, the feeling, thinking, acting child grows into greater power, ability and sympathetic understanding of himself/herself in relation to his/her physical and social world. The child is led to discover the spiritual value that attaches itself to things that are of use and to relationships that are dear to the heart (Mayhew, 1966).

Involvement in social experiments meant full participation in the planning to insure success. The first plans are accepted tentatively to be tested for further events. This open minded cooperative spirit granted groups of individuals to meet the problems of the shifting scene so as to insure the continuity and security of the experience. In the field of social living, had the same spirit of cooperative adventure been animated, these past thirty years, there would be hope of an ever increasing number of genuine indigenous communities gaining social security through cooperation (Mayhew, 1966).

In this enriched environment, the child freely selects his/her project and works quietly on his own. The work being executed at his/her own pace, and he/she does not need any assistance from his/her directress; only if he/she comes across a problem he/she is unable to rectify (Mayhew, 1966).

This illustrates how general ideas come across to children through their respective Directresses; means of foresight, wise direction or suggestion as the right moment. Always bearing in mind that the activity was selected by the child, must be self-initiated and the Directress' responsibility was only to provide necessary materials and instruction in the technical skills sought by the child to attain his/her desired ends (Mayhew, 1966).

The Lab School is a pedagogical lab where students of pedagogy are investigating the correlating of studies. The

pedagogical bearing of the different branches and the adoption of the material from different sciences to meet the primary pupil's needs. The Directress who is to develop an organized, assimilated knowledge of child psychology and become a trained observer of children. Hopefully, future schools will be equipped with directresses who better understand the nature of each individual child and will better know their needs, be able to provide the best for them and that the students will be promoted on their health, strength, quickness and accuracy of intellectual activity plus the acuteness of educational senses, and of how fit the child will be for higher and harder work (Mayhew, 1966).

Dr. Dewey would have the child work and play in a rich and stimulating environment similar to Dr. Montessori in which she mandates an enriched environment. Both doctors believed that if the child filled today with a complete and happy living, tomorrow would find him/her ready to meet the challenge for more difficult responsibilities and socially satisfying work.

Both doctors deploying in two different hemispheres (Chicago and Italy) observe keenly and carefully educational phenomena and have come to the same conclusions concerning educational procedures. That the children learned the art of cooperation, develop initiative, and assume responsibility. It stimulated clear thinking and expression and cultivated the desire to give entertainments of artistic

value, based on their weekly all school assembly (Mayhew, 1966).

Confidence and security has three main sources:

(1) Consciousness of power within the individual to meet any circumstances with experimental action which was planned out.

(2) The child is group conscious; he/she appreciates and respects the power and satisfaction of group thinking and concerted action.

(3) The child develops and trusts in the dynamic power and continuity of life, pregated by the study and the history of the race, its inventions, its discoveries, achievements, its methods, and the meaning of these for the future. It spreads confidence and endurance to meet the challenges of untrodden paths. Everyone involved was part of the education and in the planting and nourishing of a seed that had dynamic life (Mayhew, 1966).

Under the leadership of Dr. Dewey, all staff and faculty realized that their success was mainly due to the fact he had in them and the inspiration given them by their leader, Dr. Dewey (Mayhew, 1966).

No experience is truly educative unless interest and effort go hand in hand toward a desired goal says both our great, noted, splendid philosophers, Montessori and Dewey.

The physical setup of the classroom of the Lab School of Dr. Dewey's with their movable chairs helped to make each

period a social occasion. Likewise, Dr. Montessori's Casa Bambini classrooms were enriched with movable, child size tables and chairs with rounded edges to keep the child from being hurt if they were squared and pointed. All the equipment and apparatus was scientifically made with the child at its focus and was miniature in size, height, weight, brightly colored and durable. They enhanced the beauty of the classroom, and with the Directress' sharp keenness for beauty, and her aptitude for simplifying the arrangement from the easy to the difficult and from the concrete to the abstract, the child confidently ventured through the array of equipment with ease, safely feeling his/her way around step by step. The classroom resembled a garden with beautiful flowers blooming profusely, and freely, in a bright sunny clear day spreading its fragrance far and wide for all present to smell and enjoy or preferably like a beehive, with all its servant-bees busy working with the gentle sound of its buzzing; letting all round know that they are alive and awake and busy working. The classroom is in full geared action! (Mayhew, 1966).

Evaluation of Principles and Practices

The kernel of Dr. Dewey's principle is this: The moral act is the consciously completed act which expresses the unified self. Dr. Dewey visualizes the three factors within the act--feeling, thinking, and muscular-response join together to a unified self (Mayhew, 1966).

Conditions Necessary to Growth in the Formative Period

Youth and adult are alike, both use the same environmental conditions as a setting for their growth at all levels. Both solve their problems and reach their planned ends by: (1) selecting relevant materials and choose their own methods; (2) adapting these materials and choose their own methods; (3) all the experimenting and testing that accompanies this effort.

Growing Consciousness of Relation of Means to End

No experience is truly educative unless interest and effort go hand in hand toward a desired goal.

Increasing desire to relay action, to improve means in order to reach at bigger ultimates, shows that the child has gained more maturity. The maturing effort to try for greater satisfying and meaningful finals was achieved at various ages and by numerous actions.

Indications and Principles of Growth Process

Children and adults are interested in what they do successfully. They indirectly have a sense of confidence and accomplishment. They are totally captured and are happily attracted to what they have accomplished and indirectly instill their inner discipline, says our two philosophers.

Necessity of Freedom for Inquiry and Experimentation

It is impossible to overemphasize the importance of the spirit of inquiry to the life and growth of a child. If these early inborn spirit of curiosity and adventure are either ignored, or being over pampered and crushed before they ever had a chance to exert themselves, the inherent natural nature of child is totally altered, like a plant having its tip nipped off thereby crushing the actual growth of the entire plant. Dr. Montessori says that a child must grow freely like a flower in a garden freely in its natural sunshine and fresh air (Mayhew, 1966).

Relation of the Dewey School to Present Progressive Schools

Teachers and pupils in the Dewey Lab School realized that what was social meant to be ethical and moral. Children who had difficulties with discipline changed their attitudes by meeting more or different activities which might engage their attention, releasing their creative expression, thereby changing their attitudes. Dr. Montessori states, through their choice of projects and the experience of working at and mastering their tasks, raising their spirits through successes, makes the child gain inner discipline. From this experience, one might assume that the numerous problems of the adolescent period and of later life may have had their seeds or roots in a repressed and warped childhood experience. Dr. Montessori cautions that the child's spirit and inner emotions are to be strictly

respected, honored and paid acute attention to at all times. She adds that it is a crime to ever let a child's personal inner feelings be jeopardized (Mayhew, 1966).

The two commandments of the Dewey Lab School were:

(1) Think in terms of action and in terms of those acts whose consequences will expand, revise, test your ideas and theories.

(2) Concern yourself with the social consequences of those acts.

Dr. Dewey suggested that this moral implication, when followed out, outlines an entire ethical and social philosophy. Practiced in his Lab School, the two main constituents were the relationship of the social and the individual and of knowledge and action coalesce in this conclusion (Mayhew, 1966).

Verbatim: Life based on experimental intelligence provides the only possible opportunity for all to develop rich and diversified experience, which also securing continuous cooperative give and take. The method cannot be fully established in life unless the right of every person to realization of his potential capacities is effectively recognized. The experimental method is the only one compatible with the democratic way of life, as we understand it (Mayhew, 1966).

Verbatim: This way of regarding personality resurrects and revivifies the old vision of a child as a growing,

developing person. "First the blade, then the corn, after that the full corn in the ear." In its light a child stands revealed - an individual possessed of a unique combination of bodily and mental equipment, and of spiritual potentiality. He must not be allowed to sell his birthright for a mess of pottage.

The light of this vision has never gone out in the lives of those who caught it. It has burnt steadily, a pillar of light illuminating an old way of life and interrogating it anew. In those days it guided and inspired the slow building of the program of the school. It shines through the long years since, an undimmed beacon for a new education and a new society (Mayhew, 1966).

Through man's intelligence imponderable waves, caught and timed to sound, are now replacing the heavy under-sea cables as messengers of thought. So, also, must intelligent use of the store of human kindness meet and overwhelm the forces of hate and evil now so subtly around by war and directed to individual aggrandizement. Then, and only then, will the great abundance of the new technology be justly shared over all the earth.

CHAPTER IV

"THE SELF"

Dr. Maria Montessori, my most prestigious and most distinguished leader, has implicitly mandated that we begin with "The Self": e.g., that we must commence with an honest introduction of one's self. Know yourself, your qualifications, experiences, expectations, potentials, abilities, integrity, honesty, patience, understanding, and love of our children, last but not least, love and knowledge of imparting your expertise to the young and inexperienced. Do you know how disciplined and compassionate you are?

Knowing all these notable assets, I now render my essay on "myself" and enclose my credentials and photos with the sole intent of clearly identifying myself.

"The Beginning of Wisdom is -- Know Thyself"

After receiving my American Montessori International Certification (AMI) at the Rangoon Arts and Science University under the direct supervision of my unique, brilliant leader, Dr. Dan Khin Thein who was a Fulbright student from the Rangoon University to the Yale University, USA. Due to my Leader's high recommendation and my being the Gold Medalist for standing "first" in the National Final Examination, I was authorized by the Central Command, Burma

Army to organize and supervise Montessori Certification for the enter Burma Army faculty.

Deo Volente - God Willing

Today, in humble gratitude and deep appreciation to our incomparable benefactors, Drs. Montessori and Daw Khin Thein, numerous Burma Army and Civilian Directors and Directresses are operating Montessori Schools with our signatures, seals, and certifications. The then participating enthusiastic youthful faculty were truly a great pleasure, pride and honor to supervise. I was promoted to be the official Principal of the Defence Services Junior High School, Meiktila, Myanmar (1951-1961) photo enclosed. After which, I returned to the capital, Rangoon and was employed by the Mother Superior of the Good Shepherd St. John Convent High School as a teacher in their English Department (1962-1965).

Since 1948 to date, I have been providing private tutoring (English, Math, Social Studies and Science) to students from the third grade right through High School and sometimes, adults. This is executed to subsidize my income to help maintain my large family of six sons in a row, then three daughters when I lost their father in 1958.

By 1964, the Burmese Government had nationalized all school. As sole bread-winner for my large family, I had no alternative but to seek employment in the Philippine Embassy as their Interpreter and Translator (English, Burmese and

Hindi) (May 1, 1965-November 17, 1966).

To my good fortune, Her Excellency, Madam Trafford Smith, the Honorable wife of His Excellency, Ian Trafford Smith, the British Ambassador to Myanmar, became my Honorable Burmese Language Private student. Their Excellencies also became Godparents to one of my grandsons, Ivan Myint. God's blessings poured abundantly. By this time, the situation in Myanmar had changed drastically and most people migrated elsewhere. My tossing a coin "Heads" thrice proved that I was destined to migrate to the great United States of America: my adopted land!

Armed with by birthright, British Passport, being born in Penang, Malaysia and my work permit, my two youngest daughters and I landed in O'Hare Airport, Chicago via the gigantic Pan American 747 Jumbo Jet, on July 27, 1969. My first impression of my adopted homeland was "everything is gigantic, fast and automatic. Folks were not too friendly nor too eager to accept strangers, but before you can say, "Jack", I had a whole bunch of real friendly people around me! It was like a corner of heaven on earth, to have a place to call "home" and to have people who shared and cared, maybe even like you.

My very first American position was in the Accounting Department in the Stewart Warner Corporation on Diversey Avenue, Chicago. It did not take me long to adjust to the nine to five daily routine. But this was not my cup of tea!

I wanted to teach!

Next, for higher salary, I jointed the Alnor Electric Company on LaSalle Street, Chicago as a Cost Accountant. I quickly emulated the American way of life--no obligation, commitment, loyalty or gratitude, just follow the almighty green American dollar. When there was higher salary, greater prestige, I moved and joined the Illinois Medical Association on Michigan Avenue, Chicago as the Payroll Supervisor and the Coordinator under the director, Mr. John Drozd. It was the Hospital Admittance and Surveillence Program on Michigan Avenue, Chicago.

Miracles do happen even in these modern days. When the Dow Chemical Company of Midland, Michigan need a Montessori Directress for their Saginaw Valley Montessori School, they contacted the American Montessori Association, New York, who then recommended me. Hence, my reason for relocating to Midland, Michigan. With my two little girls, I established our new abode and the brand new Saginaw Valley Montessori School. Within three months, the Saginaw Montessori School became the epoch, icon and beacon of Montessori Education in Midland, Michigan mainly because the American Montessori Association, New York, sent an Inspector or Supervisor who duly did a systematic role of testing, evaluating, observing, analyzing, discussing, recording, checking, and accrediting. Finally, she stated, "I am very pleased and proud of what you have accomplished!" "Thanks" to her,

American Montessori Association mailed me my American Montessori Certificate in May, 1992. Ever since, I have always tried my utmost best to emulate both our Honorable benefactors.

Following this apocalyptic episode, I returned to Chicago and started organizing and establishing the Montessori School of Southeast Chicago, 97th and Harper Avenue (nothing unusual or exciting). Both these two Montessori schools which I established were actually using me to start, begin their schools as they were awaiting the arrivals of their respective directresses from Ceylon. I am happy and proud of the fact that both schools were certified within the first three months of my establishment.

Next, I joined the Catholic School Board of Education on LaSalle Street, Chicago as their Resource Personnel. This gave me a good chance to further my education because I had the honor, pleasure and opportunity of meeting Reverend Father Robert Clark who assisted me and encouraged me to attend the DePaul University, Lincoln Park Campus, Chicago. I was awarded my first Masters degree in Curriculum. Having excelled with very gratifying grades and report cards, special honors and gratitude to Dr. Alfred L. Pappilon, Dr. Urban H. Fleege and Dr. Kopan; may God bless them. As I had resided in Chicago and Midland for over five years, I was eligible to be sworn in as an American citizen.

In 1975, the Citizenship Council of Metropolitan

Chicago presented me with a Special Citation at a dinner. Reverend Father Michael Rochford was present and Mr. Bill Kurtis, with Channel Two, took the official pictures. I do believe that my countless civic services to my community has greatly benefitted my fellow Americans and is the main reason for my winning this award.

At the Harry S. Truman College, Wilson and Broadway Avenues, North Chicago, I was the Coordinator to teach English as a Second Language to Adults (1975-1979).

With my American citizenship and my Masters degree from the DePaul University (Curriculum), I secured a teaching position in the Chicago Board of Education (1978-1989) (photos enclosed). These eleven years of teaching was a definite "learning experience" due to the fact that there is a vast difference between the attitude, behavior, commitment, respect, and obedience of students from the East and these from our supposed to be civilized students. From the onset, I made it clear that students and teachers respect each other's rights; rules are made to be obeyed and that we be punctual and regular. My Illinois State License #108326. Type: Administrative K-12; General Supervisory reissued on February 1, 1985.

During these eleven years of teaching, I enjoyed being assigned to the Ellen Mitchell Elementary School, The Edison Gifted School, The Nicholas Senn High School, The Von Steuben High School, the Lane Tech High School, and finally

in the Kelly High School where I retired. I did not procrastinate any longer. I had wanted to climb the Great Wall of China in honor and respect to my dear maternal great-grandmother. This was the main reason for my rendering my resignation and requesting for an early retirement. Believe me, when I state that Mr. Stanley T. Parak, Principal of Kelly High School, rejected my application for retirement four times. He said, "What will happen if all good teachers like you retire?" I humbly replied, "Sir, I must climb the Great Wall of China before I grow too old." Now, he accepted it. I must eject a kind advice, "Climb the Great Wall of China before you are forty!"

Now to relate my journey, which I think is quite interesting: I first flew to Singapore to reside with my younger brother, Mr. Hugo Delphin, Director of the Singapore Board of Trade (retired). His gracious wife, Margaret and their four children made my sojourn a definite delight! I enjoyed the ride around the whole city in their Mono Rail. This was the first time I ever rode on a Mono Rail. It was so smooth and clean. As a matter of fact, I may state that Singapore is the world's cleanest city! Then, the exciting and scary ride on the cable car which began from the tall World Trade Building right straight across the city. Next, one has to experience for one's self the joy, fun, and excitement plus, the enchanting beauty of light, music and

sprinkling drops of water as one enjoys the display of the "musical fountains". This was followed by a treat to the world's largest Avairy, where I've never seen so many colorful peacocks. They were so tame and friendly. The fact that the "Peacock" is the Burmese national bird had an added charisma to this outing! I was totally fascinated. The Sentoza Beach and Market Place is remarkable in a sense that one can travel around it by train, stop at certain sights and enjoy the array of delicious national delicacies. How I filled myself to capacity. Then the treat to the famous Tiger Balm Palaces; it is worth mentioning and seeing. It is purely Asian in style, color, architecture and beauty.

Second stop: My flight into Bangkok, Thailand was very pleasant. I admired the Emerald Pagodas, the numerous palaces, golden in hue is unique in itself! Mr. and Mrs. Edward Chang provided board and lodging during my two months sojourn. Mr. Chang was my younger brother, Dr. Frederick Delphin's past student in the Mondalay University. The enormous elephants, crocodiles, snakes, turtles, monkeys, and tropical birds are so fascinating. Indeed, the elephant ride is memorable.

Third stop: My revisit to my Motherland, Myanmar. I say "motherland" because my dear parents have been laid to their eternal rest there. Although I was born in Penang, Malaysia, I was educated and grew up in Myanmar. One is

truly made up of one's environment. This is the culture, language and people that I know, understand and love. Most of the time I am proud and honored to classify myself as a "Burmese-American."

Myanmar is rich with natural resources, but most importantly, is the fact that Myanmar is the "rice basket of Southeast Asia." You see, we have two harvests each year. One when we have the Monsoon rains and the second, when the snow from the Northern Himalayas from northern India and Myanmar melt in the hot tropical summers. We grow special "wet rice" meaning that the entire five to six and half feet tall rice stem has to be covered with water for the growing five months season, and only an inch is left above water for breathing. This time the paddy fields are emerald green, hence, the name "The Emerald Isle of the East." Then, when the hot summer months are around, the grains grow golden and brown. The second name is "The Land of Golden Pagodas and Golden Rice." Burmese rice is very rich, tasty and nutritious. Rice is our staple food. I feasted my eyes on genuine Myanmar gems, ruby, jade, sapphire, pearl and many other varieties of lesser value. The Emporium is held in the month of February. If only I had more money to purchase some really rare gems. Better luck next time! Dr. Htay Saung, Chief of the National Dental Institute, was my brother, Dr. Delphin's past student and in honor and respect to my brother, Dr. Htay Saung graciously attended to my

teeth. On our next visit, Dr. Htay Saung and his wife graciously invited us to reside in their spacious home. This is true Burmese culture; we are accepted as "family".

Fourth stop: Hong Kong, the throng of humanity-- constantly on the move, shoulder to shoulder, a wide sea of human faces, each intent on his/her own business, all running a rat race!

If there is a city that is over-congested, it is Hong Kong! Shopping here is a bargain; one can literally buy a needle up to an elephant for the most reasonable price. The very best of both worlds is at your finger tips. The most commercialized city in the world. At my God daughter, Mrs. Mary Yan's "Dapper Tailor Company", you can buy a custom made suit within a day.

Fifth stop: Dr. Edwin Yang, my God son and his dear wife, Grace, his mother, brother-in-law, Robin, son, Louis and daughter, Emerald were my generous hosts for my two months stay in Taipei, Taiwan. Here the people are most culturally minded; they are refined, educated, and friendly. They speak Mandarin. I had the great pleasure of visiting their largest library, witnessing the changing of the guards at the Mausoleum of their Generalissimo Chang Khai Sheik. They were so solemn and precise. Practically a duplicate of the changing of the Royal guards at Buckingham Palace and the Tower of London. Then I climbed up the nine tier temple erected by the Generalissimo in honor of his mother. When I

reached the ninth level, I struck the gigantic bell thrice and the vibration plus musical sound is one I'll forever remember. You have to experience for yourself the serenity, the purity of air as you ascend higher up the mountain where one thousand and one "standing Lord Buddha statutes" have been built in single rows of twenty-five each. This magnificent beauty is seen nowhere in this world. I was absolutely bewildered and impressed.

Sixth stop: My return to Hong Kong (necessary for legal entry into China.

Seventh stop: Benjing, China--a dream come true. I had always wanted to visit China in honor of my dear maternal grandmother, LuTsi Wan. I actually stood under the more than life size picture of Mai Tse Taung hanging on the wall directly in front of the exact spot where hundreds of students were cruelly massacred. Next, I visited Mao's mausoleum. The enormous size of the great hall, the impressive laid out body, the millions of world-wide spectators constantly walking in and around the canopied body and out of the mausoleum as the military guards watched you. It was so silent, solemn and sacred. Best of all was the National official delicious "Peking Duck dinner." Did I relish this auspicious fair! I entered the "forbidden city", visited the many gorgeous palaces, sat on the "golden dragon throne." Last, but not the least, my mission was accomplished! My ability to climb the "Great Wall of China"

is a definite heroic achievement. My sincere and considerate advice is: "Climb the Great Wall of China before you are forty years old."

I sojourned in Sydney and resided with Captain Aung Myat, his wife, Brenda, my past student, and their three children. The two weeks passed so quickly. Brenda showed me the Shell Opera House and we saw the Russian Ballet, then her daughter, Sharon showed me the Chinese Temple and China Town, plus the Darling Bridge and the spot where Captain Cook landed. They also took me to see "Pretty Woman". In Melbourne, I stayed with my God mother's son, Joseph de Souza and his wife, Yvonne and their son, Simon. We attended Holy Mass at their lovely spacious cathedral. Then, we went to an antic show.

The native Aborigines of Down Under really need more love and attention to raise their standard of living.

Tenth stop: Imagine arriving in a land directly opposite our hometown, Chicago. It is Wellington in New Zealand (The Western-North Hemisphere and the Southern-East Hemisphere). Here, the cathedrals, churches, universities, and schools are so well maintained. A sure sign of progress and success. The native Maories are a highly cultured people. They are a unified, proud race. They have achieved great progress in all aspects of life; especially in Education. At the Jato Paorangi University under the direction of Reverend Father James and his loyal staff, the

Catholic boys (Maori) are definitely enjoying an excellent education.

It was so beautiful to witness and experience the pride, joy and honor the students displayed that they were the true blooded native Maori. They were so well disciplined, intelligent and charming, friendly, polite, and respectful. The faculty was most congenial, obliging, cooperative and ever eager to exchange ideas. The week spent there was spent most enlightening and mutually beneficial. What an experience!

Eleventh stop: The enchanting, exotic island of Bali-- an Asian paradise of lovely dancing Balinese damsels, music, moonlight, gentle zephyrs and twinkling, shimmering south seas, a chance to revive my Indonesian language.

Twelfth stop: Back to Singapore where I was detained for over three and a half months at my dear brother, Hugo's home, due to an immediate gall stone operation in the Singapore University Hospital. Thanks to Drs. Raja, Henry Tin, and Melvin Tin with their bevy of pretty nurses. I am most grateful to my dear brother, Hugo and his wife, Margaret, and my nephews and nieces, not forgetting the three good doctors and their efficient nurses.

Thirteenth stop: Tokyo, where I was unable to purchase a ticket on the Bullet train due to our pop star, Michael Jackson, monopolizing a full carriage for his pet monkey.

Fourteenth stop: The British Isles, where I saw the

magnificent Buckingham Palace, the changing of the Guards, Big Ben, The Beef Eaters, the Tower of London. I walked around the King's and the Queen's Park, plus the famous Picadilly Square and Trafalgar square and Hyde Park, enjoyed an authentic East Indian lunch. I love the English scones at their high teas, usually served around four in the evening by my sister-in-law, Margaret, the wife of one of my younger brothers, Rudolph. They reside in Bristol with their large family. They made it a point to make my fortnight stay memorable.

Fifteenth stop: Toronto, Canada, where I resided with my old school mate and friend of over sixty years, Ma Ma Lay Atcho with her delightful family and her gorgeous home! She took me to see Thomas Edison's entire life history and his invention of the world's first telephone, attended a horse race and won five hundred dollars, and enjoyed buying nice clothes at their great big China Town.

Sixteenth stop: Houston, Texas. I needed the sight and the joy of seeing my youngest daughter, Patty, her son, Michael, and their large home in Sugar Land, Texas. She's a Travel Agent with her own company, Tra-vel Team. Patty took me to visit NASA and boy, was I amazed to see the surprising advancement in aerospace. I guess the River Walk in San Antonio and the Alamo are worth mentioning. I thoroughly enjoyed myself. Best of all, I watched my grandson, Michael win in his baseball games. Finally, I saw the massive

Astrodome.

Seventeenth stop: Oahu, Hawaii is deserving of some compliments. First, the clear, fresh air and warm weather, beautiful greenery, gentle oceanic zephyrs, authentic native cultural shows. The sea mammals, birds and shell are most interesting.

Eighteenth stop: Our very own major city, New York! I can list a few outstanding sights my younger brother, Dr. Frederick Delphin took time out to show me: The Yankee Stadium, the Statute of Liberty, Macy's, the Rockefeller Center, the World Trade Buildings, the United Nations Building, U Thant's Island, Stanton Island, Operas and Floor shows on Broadway, St. Patrick's Cathedral, the Loyola University and Cathedral, Central Park, and finally, the impressive, clean and large Montefiore Hospital in which he works. We did have a nice delicious meal at the great big China Town, etc.

Nineteenth stop: Home sweet home, dear, beautiful Chicago.

Reading maketh a full man!

Travelling maketh a perfect lady!

I should say, seeing, comprehending, exchanging, and accepting cultures enriches one's concept of human values. The impact on the spirit is so great, that one can then visualize the majesty of God. Realize the insignificance of a mere human being which is actually a nothingness. That's

the time to extricate one's self from this lustrous, grandiose, and spectacular world. Leave all materialistics and begin to seek spiritually, for the blessings of being human and have the ability to reach for higher enlightenments--to be nearer to God.

I am most grateful to God for his kindness.

I love to travel, cook, sew, garden, walk, swim, dance, and listen to classical, country and Hawaiian music. I am still an active member of the IOGT (International Organization of Good Templars)--no smoking or drinking! I was elected the President of the Jupiter Lodge, Chicago (1982-1983). I was also the Director of Education. I was President of the Young Burmese Association of Chicago (1971-1987) (photos and documents enclosed). While teaching at the Kelly High School, Von Steuben High School, Latin High School, Senn High School, and the George Washington High School, I was a member of the Phi Delta Kappa. Annually, my ratings by the Chicago Board of Education were nothing less than "superior".

In my Catholic Churches, I taught catechism to the young, and I was an active member of the Legion of Mary. After my travels, I returned to Chicago to find each day as a retiree pretty slow and dull. Therefore, to be more constructive and being highly pragmatic, I decided to enroll in our esteemed University, the Loyola University of Chicago. For my Ph.D., I humbly thank God and you, my most

honorable professors, for granting me this privilege and accepting: assuring you of the very best of my abilities to be an asset to you, education, and to youth.

I quite enjoyed every minute of being a student, imagine after being a teacher for over forty-five years. It was to absorb what is being taught, what is being stewed up in new paradigms, learning how to differentiate various components of educational systems, values, finance, litigations, philosophies, principles, theories, mandates, by local, city, county, state and federal statutes plus comparing and constructing national and international educational statistics, analyzing and evaluating procedures and tests, etc.

Since dear God has blessed me with this valuable abundance of rich educational resources, I humbly beg to be permitted to reciprocate by returning some if not all gratitude to serve, improve, and develop youth, physically, mentally, morally, spiritually, and psychologically.

In the Good Lord I trust while working hand in hand with you, my honorable professors to the utmost best of my abilities.

In honor and humble gratitude to you, my present and past professors, my dear parents, children, past and present students, colleagues, I will always do my best to serve in our educational fields with love for our students.

May our Mondew International School be the epoch in

education year 2000 and the magnificent lever to raise the standard of education.

Concluding Comments:

My Mondew International School Curriculum

Directors/Directresses or Administrators have jobs which are both challenging and exciting!

He/she must strike a delicate balance in relation to curriculum, between providing help and direction for his/her staff; and allowing them to work independently on their own knowledge and expertise for their own students. Given these curriculum guidelines, we, the Leaders, should be able to monitor the programs of our school without dictating our content and to support our staff and their ideas without ignoring them.

Basic goals and objectives can be established and activities can be planned to meet the needs of the individual child. It is imperative that we, the Leaders, sit down with our staff and decide how they are going to develop and implement the curriculum. The staff will want to know if they can formulate some of the goals and objectives on a school-wide scale. Our assistants must be granted freedom to determine their own objectives and to modify their own projects based on their own knowledge of the developmental needs of their respective children in charge.

With the combination of the epistemology of Dr. John

Dewey and Dr. Maria Montessori, it is just as important for our staff to have the full reign and freedom to implement the curriculum to meet the particular needs of their own children, and not to be held back by a rigid set of guidelines. Activities, objectives and goals may have to be modified or transformed on the spur of the moment, depending on the individual needs of their children as they perceive it necessary. As this responding is taking place, we, their Leaders, can serve those needs indirectly by assisting our staff in a very positive manner. Knowing their needs are being taken care of via our open communications, promotes confidence and appreciation, thereby, becoming highly motivated for the best quality production.

It is a known fact that every educational program strives courageously for continuous improvement, and this is possible only through informal and formal evaluations. We, the leaders, must make it a point to spend some time in the classrooms, to know first hand what is actually taking place. In the long run, it is wisest to become involved actively in the program at hand rather than just sitting around and observing. Indirectly, this becomes less threatening to our staff, and this enables us to clearly see the staff's point of view. Ideas for improvement should be solicited from our staff. Faculty meetings are to be held periodically, during which problems and solutions are addressed and discussed and negotiated, verified and

solving; efficacy, fostering an open atmosphere where excellence is highly valued and its ultimate goal is achieved.

With the collaboration of the epistemology of our Dr. John Dewey and Dr. Maria Montessori, great emphasis is mentioned upon their respective components of theories, facts, principles and philosophies that our children most importantly should receive an early introduction to the experiences that will help them express themselves accurately and gain information from their peers and from their enriched, immediate environment.

Based on the epistemology of Dr. Dewey, the child's personal experiences will motivate and direct his/her attitude and involvement as they interact with the various environments, physically, humane, and the unknown. They may be named as the higher-order competencies, technological, moral, philosophical, and religious, respectively.

<u>Skills</u>	<u>Goals</u>	<u>Objectives</u>
Psychomotor Development	To sit	To sit for one minute without support.
	To stand	To stand without support and without falling over for one minute.
	To stand on one foot	To stand on one foot for one minute before putting the other foot down.
	To pick up and hold on to a small object.	To pick up and hold a teething ring.
	To put an object inside a box	To put a block into a toy box.
	To eat with a spoon	To put food into one's mouth using a spoon, without spilling the food.
	To pour water from a pitcher into a glass	To pour four ounces of water from a pitcher into a glass without spilling the water.
	To walk	To walk fifteen steps without support and without falling over to stop.
Perceptual Development	To distinguish between shades of the same color	To seriate five color tablets of the same primary color, from lightest to darkest.
	To distinguish objects of various shapes	To classify triangles, squares, and circles of the same color and size.
	To draw a picture that indicates depth	To draw a sphere with one side shaded after viewing an actual sphere that was lighted on the side.
	To perceive movements of an object relative to one's position in a certain space.	To catch a ball rolling slightly to the side of where one is sitting or positioned.

Directress Checks:

1. Is there a large variety of materials available to stimulate perceptual development? At several levels of complexity? For all five senses?
2. Are the materials displayed in such a way that makes them attractive, and most appealing perceptually? Is the display space adequate?
3. Is there an aesthetic appeal in the room's decor and are the cabinets, tables, and shelves overcrowded or cluttered?
4. Do the children have sufficient space to do their work on their own work-mats, enough room for small groups, even the whole class as is required for certain projects.
5. Has a check list been executed for what materials are to be retained and what is to be stored for future use? This is to be done periodically to assure that a well maintained, clearly defined classroom is carefully presented, for our children to be highly motivated, thereby, making the best selection of the apparatus for the best quality execution and productivity.

<u>Skills</u>	<u>Goals</u>	<u>Objectives</u>
Cognitive Development	To sort a number of objectives on the basis of color and size or shape	To sort the blocks according to color, given a group of nine blocks, three of each color (red, yellow, and blue).
	To sort a number of objects on the basis of color and shape	To put all the red squares together, from a large assortment of designed blocks.
	To form a class from objects that the child must find alone	To put together all of the objects with rough surfaces that the child can find in the room.
	To form a class of objects based on function	From an assortment of office supplies, to put together all those things that can be used for writing.
Volitional Development	To attend to a simple learning experience from beginning to end	To complete a puzzle without interruption.
	To attend to words (one type of abstraction).	To attend to directions given on a tape recorder despite background noises and disturbances.
	To attend to the future or to imagine a new possibility	To answer the question: "I wish, I were ..."
	To maintain attention despite of distractions.	To listen to the words of a song and memorize the words and melody.

Directress checks: Three major components of a Montessori classroom:

1. Is the classroom atmosphere conducive to volition development?
2. Are the children given the freedom to work independently?
3. Are the expectations of the teachers consistent with the child's ability?

Authentic Montessori Apparatus and Equipment

For Perceptual Development:

1. circles, triangles, and squares of different sizes and colors
2. spheres, pyramids and cubes of different sizes and colors
3. design blocks
4. puzzles
5. musical bells
6. musical instruments (kitchen band and percussion band)
drums, cymbals, tambourines, triangles, bells,
xylophones, piano, etc.
7. records and record player
8. tapes and tape recorder
9. computer and soft wares
10. textile, materials, scraps of various textures
11. blind box for a variety of textures and shapes
12. crayons, paints and other visual art materials

13. snack foods for smelling, tasting and sharing
14. jars of spices for smelling
15. opaque containers with different sized beans in each can for matching and seriating sounds
16. sandpaper of different graded textures
17. color tablets
18. five temperature bottles

For Cognitive Competence:

1. cylinder blocks, small, solid cylinders that fit into holes in a series of height, diameter or both
2. knobless cylinders - a series of small cylinders that vary according to height, diameter, or both and that can be stacked or placed on the floor
3. stacking work materials
4. materials relating to farms, birds, fishes, reptiles and plants
5. foods, fruits, vegetables, flowers, and leaves
6. blocks of various shapes, sizes and colors
7. lotto games
8. matching picture cards
9. three dimensional numbers (sandpaper numbers)
10. three dimensional alphabets (sandpaper letters)
11. colored objects
12. colored wooden beads
13. designed blocks with matching cards
14. sand, water, table

15. water, cups, pitchers and trays

16. magnifying glasses

17. thermometers

18. magnets

Content Curriculum:

In this, I refer to information about the world in which we live. This includes all the pieces of information that our children should have about their world. Their world comprises of physical, human, and unknown elements. Therefore, our curriculum must be divided into three sections; e.g., science, human relations, religion and philosophy.

We also have the Symbol Systems, consisting of Mathematics, Language, Art, Higher-order competence, Technological Competence, Moral competence, and Religious/Philosophical competence.

Guidelines for Development of Experience for Children

Active Participation

Individualized Instruction

Identifying difficulties

Grouping individualization

Goal Orientation

Balancing the schedule

Record Keeping

Integrating the Curriculum

Team Teaching

Finally, each child will have his/her own folder in which notes would be written each day about how the child is doing in the various areas and what he/she might do the following day. There should be discussions among the respective Directresses/Directors and staff with their Leaders, pertaining to the individual child's progress for implicit Record Keeping.

Comments

Effective Directors/Directresses must develop their skills in improvising, as certain needs appear unexpectedly, then, he/she must meet the necessary demands on the spur of the moment.

It is imperative that they keep calm, collected, and alert, ready to open discussions, ready to accept input from all concerned and involved, have earnest, heart to heart talk, with honesty and the child's concern as first priority. Leaders who have a reliable, trustworthy and committed staff has the ability to win half his/her battles. This dedication, loyalty and honesty can be cultivated only if the Leader is humane, understanding, and is fully open to accept criticisms and be able to give honor where it is due.

Last but not the least: Leaders must be a living example for each and everyone of his faculty and students; who will eventually learn to love, respect and honor him/her for being genuine, true integrity and honest. Leaders thereby have earned the great fortune to raise their entire

school to their highest expectations.

As the years roll by, the Leader will have the vision of expanding his/her school in the right order where and whence is available and appropriate.

Trusting in our heavenly Father's guidance and Leadership, I will humbly do my very best.

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APPROVAL SHEET

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

Date

April 3, 1998

Director's Signature

